

CA2 ALAEC
75A16

CA2 ALAEC 1975A16
Access Radio (Okua) Study, an Assessment
of Access Radio Programming. 1



3 3398 00130 0697

LIBRARY
VAULT 19

Digitized by the Internet Archive
in 2026 with funding from
Legislative Assembly of Alberta - Alberta Legislature Library



ACCESS RADIO (CKUA) STUDY

AN ASSESSMENT OF ACCESS RADIO

PROGRAMMING

A RESEARCH STUDY

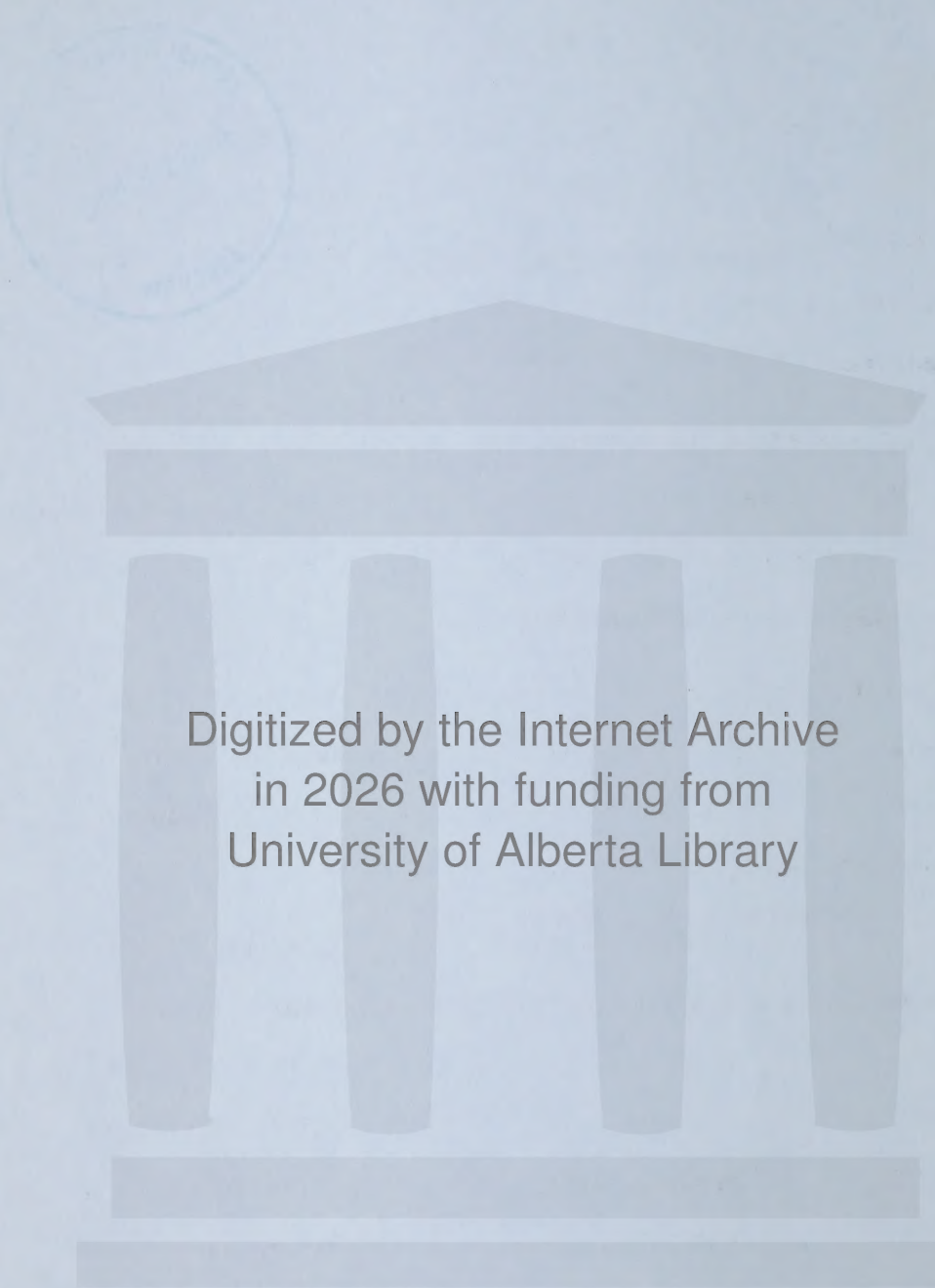
by

RONALD S. ZAPISOCKI

Submitted to R.A. MORTON, DIRECTOR

THE ALBERTA EDUCATIONAL COMMUNICATIONS AUTHORITY

July, 1975



Digitized by the Internet Archive
in 2026 with funding from
University of Alberta Library

ACKNOWLEDGEMENTS

I would like to acknowledge the assistance, advice and encouragement afforded to me by R. A. Morton, Director of the Alberta Educational Communications Authority. In particular, I single out Mr. Morton's valuable and viable contribution at the two Orientation Sessions for members of the Assessment Panel.

Acknowledgements are also extended to Mrs. Vi Sunohara, Assistant to the Director, CKUA General Manager, Jack Hagerman, and CKUA Station Manager, Ed Kilpatrick, for their assistance and excellent cooperation extended to the researcher during the course of this study.

A special thanks is due the twenty-four persons who served on the Assessment Panel. My sincerest gratitude for the demonstrated perseverance and devotion to the success of the study. Without their help this study would not have been possible. Many thanks to

CANDY, Alma	INGRAM, Hammond A. £	PECHANEC, Sheila
CHECKLAND, Jean £	JOBE, Ron £	O'HARA, Wally £
COLE, Alberta £	KALLAL, Betty	RATCLIFFE, Joyce
FAIRFIELD, Paul £	KROKOSH, Helen	ROBERTS-WHITE, Joy
FERGUSON, Phyllis	LAMBERT, Larry	SHAUL, Raymond £
FROBB, Dr. Paul F.	LAMBERT, Marion	SHYSH, John
GRUDZINSKI, Jeannie	LESNIAK, Carol	SOUTAR, Pat £
HARPER, Effie	LESNIAK, Kenneth	TAIT, Jack

TABLE OF CONTENTS

Page

LIST OF TABLESvii

LIST OF FIGURES ix

Chapter

I. INTRODUCTION 1

GLOSSARY OF TERMS AND ABBREVIATIONS 2

BACKGROUND 3

1. ACCESS STATEMENT OF MISSION 3

2. STATED OBJECTIVES OF ACCESS RADIO (CKUA) 4

3. C.R.T.C. DEFINITION 5

4. A.E.C.A. PROGRAM POLICY GUIDELINES 7

SUMMARY 8

II. DEFINING THE PROBLEM 9

PURPOSE OF THE STUDY 9

THE PROBLEM 9

PROBLEMS RELATED TO STATEMENT OF MISSION 9

PROBLEMS RELATED TO STATED OBJECTIVES 10

PROBLEMS RELATED TO C.R.T.C. DEFINITION 11

METHOD AND PROCEDURE 12

LIMITATIONS OF STUDY 13

III. DESIGN OF STUDY 14

TWO PHASE ASSESSMENT MODEL 14

INSTRUMENTATION 14

PROBE PERIOD AND ASSESSMENT INTERVALS 16

ACCESS RADIO PROGRAMMING 17

TABLE OF CONTENTS

Chapter	Page
CHAPTER ADDENDUM: ACCESS RADIO PROGRAMMING	18
IV. THE ASSESSMENT PANEL	25
CRITERIA FOR SELECTION	25
CHARACTERISTICS OF ASSESSMENT PANEL	26
1. AGE AND SEX ORIENTATION	26
2. OCCUPATIONAL ORIENTATION	26
3. EDUCATIONAL ORIENTATION	27
4. GEOGRAPHIC ORIENTATION	28
5. RADIO LISTENING HABITS OF PANEL	28
6. ORIENTATION BY PROGRAM PREFERENCE	29
STRUCTURE AND TASKS OF PANEL	30
PREPARATION OF PANEL	32
V. ANALYSIS OF DATA AND FINDINGS	34
ASSESSMENT PANEL DATA INPUT	34
TREATMENT OF DATA	38
1. MEANS OF MEANS	38
2. DIFFERENCE BETWEEN MEANS	38
3. COMPOSITION OF GROUPS	39
STATISTICAL DATA AND INTERPRETATION	40
PHASE ONE: PROGRAMMING IN GENERAL	40
PROBLEM 1: ACCESS STATEMENT OF MISSION	41
PROBLEM 2: ACCESS STATED OBJECTIVES	43
PROBLEM 3: C.R.T.C. DEFINITION AND A.E.C.A. GUIDELINE	47

TABLE OF CONTENTS

Chapter

PROBLEM 4: PROGRAMMING DISTINCTLY DIFFERENT	49
PROBLEM 6: INFORMATION ON AVAILABLE COURSES OF INSTRUCTION.	50
PROBLEM 7: BROADCASTING OF EDUCATIONAL EVENTS	51
STATISTICAL DATA AND INTERPRETATION	40
PHASE TWO: SPECIFIC PROGRAM-TYPES	52
PROBLEM 5: ASSESSMENT OF SPECIFIC PROGRAM-TYPE: PART I (COMMON STATEMENTS)	52
PROBLEM 5: ASSESSMENT OF SPECIFIC PROGRAM TYPE: PART II (SUPPLEMENT STATEMENTS)	58
1. NEWS-TYPE PROGRAMS	58
2. TALK-TYPE PROGRAMS	59
3. MUSIC-GENERAL TYPE PROGRAMS	61
4. MUSIC-TRADITIONAL TYPE PROGRAMS	62
5. LIVE/LOCAL TYPE PROGRAMS	64
SUMMARY OF FINDINGS	65
VI. RECOMMENDATIONS	69
APPENDIXES	
A. QUESTIONNAIRES	71
PROGRAMMING IN GENERAL INTERVAL QUESTIONNAIRE	72
PROGRAMMING IN GENERAL SUMMATION QUESTIONNAIRE	74
SPECIFIC PROGRAM-TYPES INTERVAL QUESTIONNAIRE	77

TABLE OF CONTENTS

	Page
SUPPLEMENTS TO SPECIFIC PROGRAM-TYPES	
INTERVAL QUESTIONNAIRE	79
B. ACCESS RADIO (CKUA) SPRING PROGRAM	
SCHEDULE	85
C. PANEL MEMBER DATA SHEET	92
D. ORIENTATION OF ASSESSMENT PANEL	96
E. LISTENING TIME RECORD SHEET AND	
SUMMARY OF MEMBERS' LISTENING TIME	108

LIST OF TABLES

Table	Page
1. A Summary of ACCESS RADIO (CKUA) Programming Showing Program-Type in Hours Per Week and Percentage of Weekly Program	18
2. ACCESS RADIO (CKUA) News-Type Programs	20
3. ACCESS RADIO (CKUA) Talk-Type Programs	21
4. ACCESS RADIO (CKUA) Music-General Programs	22
5. ACCESS RADIO (CKUA) Music-Traditional Programs	23
6. ACCESS RADIO (CKUA) Live/Local-Type Programs	24
7. Age Orientation of Assessment Panel and ACCESS RADIO Listening Audience	26
8. Occupational Orientation of ACCESS RADIO Assessment Panel	27
9. Educational Orientation of ACCESS RADIO Assessment Panel and CKUA Listening Audience	27
10. Geographic Orientation of Assessment Panel and CKUA Listening Audience	28
11. Orientation of Assessment Panel by Radio Listening Habits	29
12. Program Preferences of the Assessment Panel	30
13. Quantity and Kind of Assessments Made by Panel	35
14. Assessment Breakdown of Live/Local Programming by Unit Assessing Such	37
15. Statistical Data in Response to Problem One: ACCESS RADIO Statement of Mission	41
16. Statistical Data in Response to Problem Two: ACCESS RADIO Stated Objectives	43
17. Statistical Data in Response to Problems Three, Four, Six and Seven: C.R.T.C. Definition	47

LIST OF TABLES

Table

18.	Statistical Data Re Specific Program-Types in Response to Statements 1-19 Specific Program-Type Questionnaire	53
19.	Statistical Data: Means of Responses to News Supplement Statements	58
20.	Statistical Data: Means of Responses to Talks Supplement Statements	60
21.	Statistical Data: Means of Responses to Music-General Supplement Statements	61
22.	Statistical Data: Means of Responses to Music-Traditional Supplement Statements	63
23.	Statistical Data: Means of Responses to Live/Local Supplement Statements	64
24.	Frequency Distribution of Panel Members' Listening Interval and Time of Listening During June 1 to June 14 Probe, 1975	101
25.	Summary of Listening Interval.	111

LIST OF FIGURES

Figure

1. Two Phase Assessment Model for the Assessment
of ACCESS RADIO (CKUA) 15
2. Structure of Assessment Panel 31

Chapter 1

INTRODUCTION

This study was commissioned by the Alberta Educational Communications Authority (A.E.C.A.) at the request of its Program Policy Advisory Committee (P.P.A.C.) in keeping with its mandate to assess and evaluate ACCESS programming.

ACCESS is presently increasing the strength of its radio broadcasting signal consequently making its programming potentially more accessible to more Albertans. Further, additional ACCESS RADIO transmitters are being located in Calgary, Lethbridge, Medicine Hat and Grande Prairie. This gives ACCESS the opportunity to do local programming from each centre.

In a position paper to the Program Policy Advisory Committee on the whole question of evaluation and assessment (December 19, 1974) R. A. Morton, Director of the Authority contends that,

"In evaluating any ACCESS programming the Authority is concerned primarily with two questions.

- a) To what extent the program(s) is deemed to be meeting stated objectives?
- and,
- b) Beyond the stated objectives what other purposes, if any, does the program seem to be serving."

The primary object of this study is to ascertain the extent to which ACCESS RADIO (CKUA) is meeting its stated educational programming objectives and the extent to which such programming is in accordance with the Canadian Radio Television Commission (C.R.T.C.) definition of educational programming.

GLOSSARY OF TERMS AND ABBREVIATIONS

"ACCESS", "ACCESS RADIO", "CKUA" are abbreviations and terms denoting a Corporation (operator) and one of its educational broadcasting media, namely radio. There are other terms used in this paper which are perhaps foreign or mystic to the layman. To assist in the better understanding of this study the researcher finds it both necessary and functional to provide the reader with a glossary.

ACCESS: Alberta Educational Communications Corporation as established in 1973 by Legislation with a mandate for production, acquisition and distribution of educational materials and programs.

ACCESS RADIO: Radio station CKUA (580 kilohertz Amplitude Modulation and 94.9 megahertz Frequency Modulation) owned and operated by ACCESS.

A.E.C.A.: Alberta Educational Communications Authority as established in 1973 by Legislation which functions under the two departments of education and acts as a link between the Provincial Government and ACCESS.

BROADCAST: Any radio communication in which the transmissions are intended for direct reception by the general public.

C.R.T.C.: Canadian Radio Television Commission - a federal government body which determines and administers broadcast policy and which approves the licensing of operators of broadcasting stations.

EDUCATIONAL PROGRAMMING: Programming deliberately designed to fulfill clearly stated educational objectives.

FOREGROUND FORMAT: A programming format characterized by presentation of one particular theme, subject or personality for at least fifteen minutes without interruption by unrelated matter except station or program announcements or advertising material.

FOREGROUND PROGRAMMING: A type of programming that demands much closer attention from its audience.

FORMAT: A programming style characterized by presentation of programs.

GRAMOPHONE FORMAT: A programming format characterized by the presentation of musical compositions without discussion by announcer of the nature or quality of the music except for label identification.

LIVE/LOCAL: Programs featuring the aptitudes, talents or skills of local persons transmitted on either a live or tape delayed basis.

MEDIA: Communications tools or processes including radio, television, newspapers, tapes, slides, photographs, etc.

MONITOR: To listen or watch for a specific purpose.

MOSAIC FORMAT: A programming format that is not predominantly foreground, rolling or gramophone.

MUSIC-GENERAL: Music which is general popular, rock and rock orientated, folk orientated or jazz orientated.

MUSIC-TRADITIONAL: Music which is classic, opera, operetta musical, folk, jazz and non-classic religious.

P.P.A.C.: Program Policy Advisory Committee - which is representative of official agencies with a direct interest in education who advise the Alberta Educational Communications Authority.

PROGRAMMING IN GENERAL: Programming taken as a whole.

ROLLING FORMAT: A programming format identical to the gramophone format except that it is further characterized by the presentation of surveillance material, such as, time and weather announcements made at frequent intervals.

SPECIFIC PROGRAM-TYPE: Radio program categories, such as, news, music-general, reviews, school broadcasts, etc.

BACKGROUND

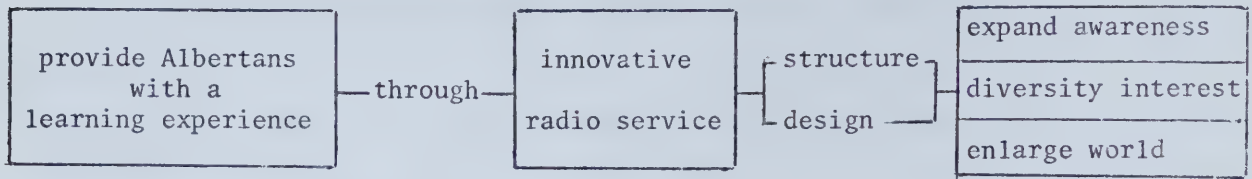
The primary focus of this inquiry is on the objectives of ACCESS RADIO (CKUA) as stated by ACCESS and the C.R.T.C. definition of *educational programming*. It is important then that the reader becomes orientated in both the *objectives* of ACCESS RADIO and the parameters of the C.R.T.C. definition with respect to educational programming.

1. ACCESS Statement of Mission:

The Corporation's statement of mission for ACCESS RADIO is:

"To give Albertans access to the learning experience through an innovative radio service structured and designed to expand their awareness, diversify their interests and enlarge their world."

A paradigm of the ACCESS *statement of mission* assists in identifying some possible components for assessment.



An examination of these components perhaps prompts the reader to formulate assessment-type questions which might include some of the following:

Does ACCESS RADIO (CKUA) 'programming in general' provide Albertans with a learning experience?

Is the learning experience provided through ACCESS RADIO service innovative? In structure? In design?

Does the learning experience as provided by ACCESS RADIO

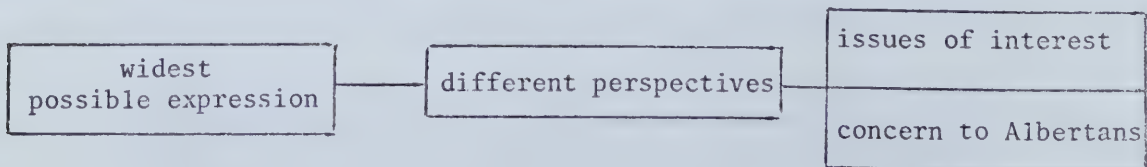
- i) expand awareness?
- ii) diversify interests?
- iii) enlarge one's world?

2. Stated Objectives of ACCESS RADIO:

Objective #1:

"To give the widest possible expression of different perspectives on issues of interest and concern to Albertans."

Again, a paradigm helps to identify some possible components for assessment.



The components re-stated in assessment-type questions would read:

Are issues of interest to Albertans raised?

Are different perspectives of these issues presented?

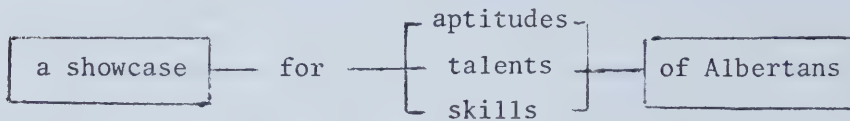
Are concerns specific to Albertans raised?

Are different perspectives of these concerns presented?

Objective #2:

"To provide a showcase for the aptitudes, talents and skills of Albertans."

Paradigmically ACCESS RADIO programming provides:



This objective "hums" with local content. Assessment-type questions reflecting the components of this objective might be:

Are showcase-type programs a part of CKUA broadcasting?

What is the frequency of such programs?

Objective #3:

"To bring to all Albertans the riches of the world in music and spoken word."

Seemingly this objective addresses the quality of all ACCESS RADIO and the accessibility of CKUA programs to all Albertans

3. C.R.T.C. Definition:

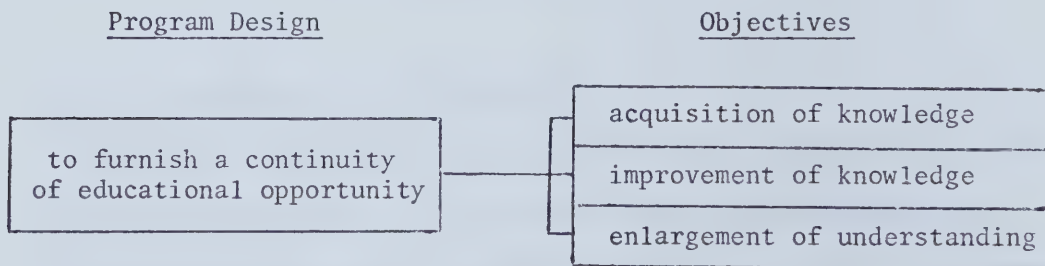
ACCESS RADIO holds an AM-FM license for radio broadcasting and thus falls under the C.R.T.C. definition of educational broadcasting. The C.R.T.C. definition with respect to programming reads as follows:

1. "programming designed to be presented in such a context as to provide a continuity of learning opportunity aimed at the acquisition or improvement of knowledge or the enlargement of understanding of members of the audience to whom such programming is directed and under circumstances such that the acquisition or improvement of such knowledge or the enlargement of such understanding is subject to

supervision or assessment by the provincial authority by any appropriate means;"

2. *"programming providing information on the available courses of instruction or involving the broadcasting of special educational events within the educational system."*
3. *"The intention of the above provision is to ensure that such programming, taken as a whole, shall be designed to furnish educational opportunities and shall be 'distinctly different' from general broadcasting available on the public or private channels."*

The paradigm below identifies three assessment components embodied in the first part of the C.R.T.C. definition of educational programming.



The components for assessment stated in assessment-type questions are:

- i) Does CKUA radio programming provide a continuity of learning opportunity?
- ii) Do the educational opportunities as provided by CKUA programming meet the "acquisition of knowledge" objective of C.R.T.C.?
- iii) Do the educational opportunities as provided by CKUA programming meet the "improvement of knowledge" objective of C.R.T.C.?
- iv) Do the educational opportunities as provided by CKUA programming meet the "enlargement of understanding" objective of C.R.T.C.?

The second part of the C.R.T.C. definition charges the licensee with the responsibility of providing information on "available courses of

instruction" and the broadcasting of special educational events.

The third part of the C.R.T.C. definition stipulates that educational programming as a whole to be '*distinctly different*' from general broadcasting available on private or public channels.

Assessment-type queries stemming from this stipulation are:

Is ACCESS RADIO programming '*distinctly different*' from general broadcasting available on the public or private channels:

- a) with respect to design?
- b) with respect to content?
- c) with respect to format?

4. A.E.C.A. Program Policy Guidelines:

In February, 1975 the Program Policy Advisory Committee to the Authority transmitted to the Alberta Educational Communications Corporation (ACCESS) for its guidance and direction in the planning, production, acquisition and distribution of programs, a revision of the 1973 set of program policy guidelines. Some of the guidelines relate specifically to the medium of radio and some more generally to educational programming through all media. The following A.E.C.A. guideline statement is relative to this study:

"The Committee recommends that for the present all program activities of ACCESS conform to the definition of educational programming now part of the C.R.T.C. directions concerning the licensing of provincial broadcast undertakings."

SUMMARY

The focus of the study is on ACCESS RADIO (CKUA) programming as it relates to the stated objectives of ACCESS RADIO, the C.R.T.C. definition of educational programming and the program policy guideline statement of the Authority, all of these are with regard to educational programming through the medium of radio broadcasting. It is in this context that the parameters of this study were established. The study essentially focuses on the legal constraints as established by the Corporation, C.R.T.C. and the A.E.C.A.

Chapter 2

DEFINING THE PROBLEM

PURPOSE OF THE STUDY

The overall purpose of the study was to accumulate information which would establish the extent to which ACCESS RADIO (CKUA) programming is what ACCESS says it is (ACCESS statements of mission and objectives), and to what extent is ACCESS RADIO programming in accordance with the Canadian Radio Television Commission's definition of 'educational programming'.

More specifically the study was designed to generate information which would form the basis on which new program policy guidelines could be formulated and existing program policy guidelines revised or recinded.

THE PROBLEM

As alluded to in the introduction the central problem in this study was one of assessment, assessment of ACCESS RADIO (CKUA) programming. The study ascertains the extent to which ACCESS RADIO programming is in accordance with its mandate for educational broadcasting as defined by the C.R.T.C., as stated in terms of objectives by the Corporation (ACCESS), and as reflected in the program policy guideline statements of the Authority.

PROBLEMS RELATED TO ACCESS STATEMENT OF MISSION

PROBLEM 1:

To assess the extent to which ACCESS RADIO 'programming in general' is in accordance with ACCESS RADIO statement of mission.

SUB PROBLEM 1(a):

To assess the extent to which ACCESS RADIO 'programming in general' gives Albertans access to learning experiences.

SUB PROBLEM 1(b):

To assess the extent to which ACCESS RADIO 'programming in general' is an innovative radio service.

SUB PROBLEM 1(c):

To assess the extent to which ACCESS RADIO 'programming in general' is structured and designed to

- i) expand the listeners' awareness*
- ii) diversify the listeners' interests and*
- iii) enlarge the listeners' world.*

PROBLEMS RELATED TO ACCESS STATED OBJECTIVES

PROBLEM 2:

To assess the extent to which ACCESS RADIO 'programming in general' is in accordance with the Corporation's three stated objectives.

SUB PROBLEM 2(a):

To assess the extent to which ACCESS RADIO 'programming in general' gives the widest possible expression of different perspectives on issues of interest and concern to Albertans.

SUB PROBLEM 2(b):

To assess the extent to which ACCESS RADIO 'programming in general' provides a showcase for the aptitudes, talents and skills of Albertans.

SUB PROBLEM 2(c):

To assess the extent to which ACCESS RADIO 'programming in general' brings to all Albertans the riches of the world in music and the

spoken word.

PROBLEMS RELATED TO THE C.R.T.C. DEFINITION

PROBLEM 3:

To assess the extent to which there is accordance between ACCESS RADIO 'programming in general' and the C.R.T.C. definition of educational programming.

SUB PROBLEM 3(a):

To assess the extent to which ACCESS RADIO 'programming in general' furnishes the listener with a continuity of educational opportunity.

SUB PROBLEM 3(b):

To assess the extent to which ACCESS RADIO 'programming in general' meets

- i) the acquisition of knowledge*
- ii) the improvement of knowledge and*
- iii) the enlargement of understanding objectives of the C.R.T.C. definition.*

PROBLEM 4:

To assess the extent to which ACCESS RADIO 'programming in general' is 'distinctly different' from general programming available on public and private stations.

PROBLEM 5:

To assess the extent to which the specific program-types of News, Talks, Music-General, Music-Traditional, and Live/Local are in accordance with:

- i) the ACCESS statement of mission*
- ii) the ACCESS stated objectives*
- iii) the C.R.T.C. definition of educational programming.*

PROBLEM 6:

To assess the extent to which ACCESS RADIO programming provides the listener with information on available courses of instruction.

PROBLEM 7:

To assess the extent to which ACCESS RADIO provides for broadcasting special events for educational systems.

METHOD AND PROCEDURE

The method of investigation in this study can best be described as a "panel of judges", or as an "assessment panel" approach. In my view the latter is the superior phrase as the word "judges" carries with it the connotation of "sitting in judgement" which is not reflective of the design followed in this study.

A panel of twenty-five volunteers was selected to monitor twenty hours of ACCESS RADIO programming during a two week probe starting June 1, 1975. In the course of accumulating twenty hours of ACCESS RADIO monitoring each panel member was asked to rate *the extent to which* a series of statements described ACCESS RADIO 'programming in general' i.e. programming taken as a whole. The rating procedure was repeated after every two hours of accumulated listening time to a maximum of ten assessments.

In addition, each panel member was asked to monitor a specific program-type for ten of the prescribed twenty hours and at the end of every hour of accumulated listening time to a specific program-type, rate the *extent to which* a similar series of statements applied to the programs. Again, a maximum of ten assessments were to be made in the two weeks.

A summation assessment was made at the end of the two week probe or following the accumulation of twenty hours of monitoring, whichever came first. The summation questionnaire was a series of general statements almost identical to the ACCESS statement of mission, ACCESS stated objectives and the C.R.T.C. definition. Further detail regarding procedure is provided under the heading of Design of Study, Chapter Three.

LIMITATIONS OF THE STUDY

The limitations of the study primarily stem from the method used in collecting data. The researcher recognizes the following limitations:

1. Data collected is limited to the input of twenty-four persons.
2. Some panel members did not meet the research objective of ten 'programming in general' assessments neither did all members complete ten assessments of 'specific program-types'.
3. Assessment of Live/Local program-type was seriously jeopardized by the infrequency of such programming.

Chapter 3

DESIGN OF STUDY

TWO PHASE ASSESSMENT MODEL FOR THE ASSESSMENT OF ACCESS RADIO (CKUA)

A theoretical model for the assessment of ACCESS RADIO programming depicts a TWO-PHASE approach as illustrated in Figure 1. Phase One provides for the assessment of CKUA 'programming in general' as it relates to the objectives of educational programming as proclaimed by ACCESS in its statement of mission and stated objectives and as prescribed in the C.R.T.C. definition of educational programming.

Phase Two provides for the assessment of specific program-types broadcast by ACCESS RADIO and the extent to which they (programs) are in accordance with the ACCESS statement of mission and objectives, and the C.R.T.C. definition of educational programming.

INSTRUMENTATION

Separate questionnaires were designed to collect data for each phase of the assessment (Appendix A). The two questionnaires are very similar in content since both phases of the assessment focus on the same program criteria except for the Supplement addended to the questionnaire designed to generate data on each of the five specific program-types (Phase Two). The five program-types assessed were: News, Talks, Music-General, Music-Traditional and Live/Local.

TWO-PHASE MODEL

FOR THE ASSESSMENT OF ACCESS RADIO

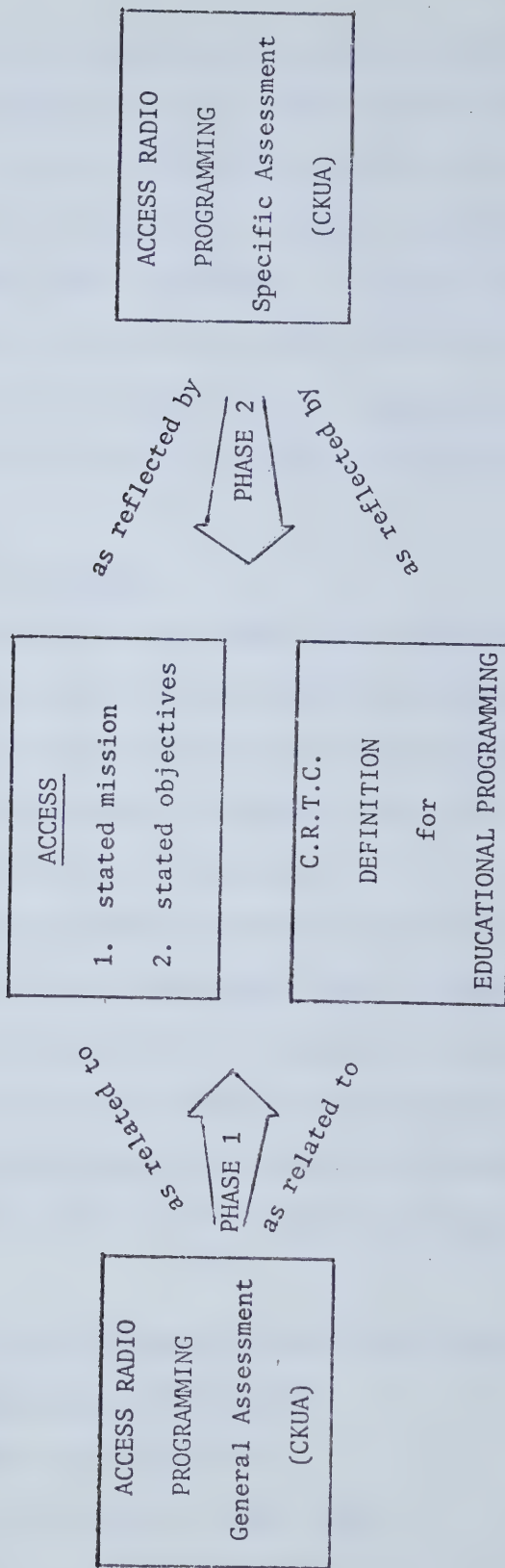


FIGURE 1

A third questionnaire, Summation Questionnaire (Appendix A), was designed to present the components of the ACCESS statement of mission, ACCESS stated objectives and the C.R.T.C. definition almost verbatim.

In preparation of the questionnaires assessment questions were translated into statements about radio programming. A series of such statements made up each questionnaire. Panel members rated each statement in the series on a five point scale designed by John K. Hemphill, Educational Testing Service, The Ohio State University, for expressing extent.

PROBE PERIOD AND ASSESSMENT INTERVALS

A two-week probe period commencing June 1, and terminating on June 13, 1975 was used for collecting data on ACCESS RADIO programming. During the two-week probe each panel member was to accumulate twenty-hours of listening time in Phase One of the assessment and complete a specified questionnaire following each two-hour interval of listening.

In Phase Two of the assessment each member was required to listen to a specific program-type for ten of the twenty hours of accumulated listening time. At the end of each hour interval of accumulated listening time to specific programming a specified questionnaire was completed.

Further, each member was required to complete the Summation Questionnaire at the end of the two-week probe or after completing twenty hours of listening, which ever came first.

Panel members were asked to keep an accurate daily log of their listening time (Listening Time Record Sheet, Appendix E).

The daily log provided information on:

- a) date and time of listening to ACCESS RADIO.

- b) the duration of "listening intervals".
- c) instances of "specific program-type" monitoring.
- d) exact time a "general assessment" was made.
- e) exact time an "evaluation of specific program-type" was made.

ACCESS RADIO PROGRAMMING

This study centered on general and specific programming of CKUA, therefore, it is essential that the reader become familiar with the kinds and quantity of radio programs making up CKUA's programming portfolio.

The descriptive analysis of CKUA programming which follows is highly objective as it is based on a close examination of CKUA's Spring (1975) Daily Program Schedule, in consultation with CKUA's Program Manager, E. Kilpatrick. (Appendix B)

Tables 7 to 11 at the end of this chapter show a breakdown of CKUA's programming into the five specific program-types examined in the study. The programs are identified by name, exact time of broadcasting, the day on which the program is broadcasted and the length of the program in minutes per day and per week.

In cases where music programs featured both general and traditional type music the researcher relied on CKUA's Program Manager for a percentage breakdown.

A summary of CKUA's one hundred and thirty-nine hours of weekly programming is shown on Table 1.

TABLE 1: A SUMMARY OF ACCESS RADIO
(CKUA) PROGRAMMING
SHOWING PROGRAM-TYPE IN HOURS PER WEEK
AND PERCENTAGE OF WEEKLY PROGRAM

PROGRAM-TYPE	HRS. OF PROGRAMMING PER WEEK	PERCENTAGE OF WEEKLY PROGRAM
NEWS	16.75	12.04
TALKS	11.58	8.33
MUSIC- GENERAL	27.79	19.99
MUSIC- TRADITIONAL	78.88	56.74
LIVE/LOCAL	.50	.40
OTHER	3.50	2.50
TOTALS	139.0 Hrs.	100.0

Descriptively CKUA programming is 77% Music, 57% of which is traditional music. Spoken word programs, news, talks, etc. make up the remaining 23% of programming.

CHAPTER ADDENDUM

TABLES SHOWING

A BREAKDOWN OF ACCESS RADIO

(CKUA) PROGRAMMING

INTO FIVE MAJOR PROGRAM-TYPES

TABLE 2: ACCESS RADIO (CKUA) NEWS-TYPE PROGRAMS

(News Shorts, News Magazine and News Reviews)

TIME OF DAY	DAY OF WEEK	PROGRAM	DURATION OF PROGRAM	PROGRAM TIME PER WEEK
0630-0635	M-F	Newscast	05	25
0655-0700	M-F	"	05	25
0730-0735	M-F	"	05	25
0755-0800	M-F	"	05	25
0830-0835	M-F	"	05	25
0855-0900	M-F	"	05	25
0955-1000	M-F	"	05	25
1200-1230	M-F	News Magazine	30	150
1500-1530	M-F	News Magazine	30	150
1655-1700	M-F	Newscast	05	25
1730-1800	M-F	News Magazine	30	150
2200-2230	M-F	News Magazine	30	150
2355-2400	M-F	Newscast	05	25
0630-0635	Sat.	"	05	05
0655-0700	Sat.	"	05	05
0755-0800	Sat.	"	05	05
0855-0900	Sat.	"	05	05
1000-1010	Sat.	"	10	10
1200-1215	Sat.	"	15	15
1600-1605	Sat.	"	05	05
1830-1845	Sat.	"	15	15
0700-0705	Sun.	"	05	05
0800-0805	Sun.	"	05	05
0900-0910	Sun.	"	10	10
1000-1030	Sun.	News Review	30	30
1100-1115	Sun.	"	15	15
1200-1215	Sun.	"	15	15
1215-1230	Sun.	Your World	15	15
1830-1845	Sun.	News Review	15	15
2200-2205	Sun.	Newscast	05	05

TOTAL

1005 min. or 16.75 hrs.

TABLE 3: ACCESS RADIO (CKUA) TALK-TYPE PROGRAMS
(Talks, Documentaries, Conversation, Reviews, and
other Spoken-Word Programs)

TIME OF DAY	DAY OF WEEK	PROGRAM	DURATION OF PROGRAM	PROGRAM TIME PER WEEK
1130-1200	M	JUST A MINUTE	30	30
1700-1705	M	FILM REVIEW	05	05
1945-2000	MWF	MAN AND MOLECULES	15	45
1130-1200	T	TALKING ABOUT BOOKS	30	30
2000-2100	T	PERSPECTIVE (Fall & Winter)	60	60
2100-2200	T	STUDS TERKEL	60	60
1130-1200	W	TALKING ABOUT THE ARTS	30	30
2230-2400	W	FIVE SENSES OF MAN	30	30
1130-1200	TH	CONSUMER SCENE	30	30
1945-2000	TH	SCOPE	15	15
2230-2400	TH	DATELINE	90	90
1130-1200	F	TALKING ABOUT THEATRE	30	30
1700-1705	F	FILM BILLBOARD	05	05
0900-0930	Sat.	NEW DIMENSIONS OF EDUCATION	30	30
1010-1100	Sat.	DEBATE	50	50
0910-0920	Sun.	INSIGHT	10	10
0920-0930	Sun.	THIS IS WHERE IT HAPPENED	10	10
1030-1100	Sun.	LADY IF YOU WILL	30	30
1520-1620	Sun.	THE NATIVE VOICE	60	60
1845-1930	Sun.	SPEAKER OF THE WEEK	45	45
TOTAL				695 min. or 11.58 hrs.

TABLE 4: ACCESS RADIO (CKUA)

MUSIC-GENERAL PROGRAMS

TIME OF DAY	DAY OF WEEK	PROGRAM	DURATION OF PROGRAM	PROGRAM TIME PER WEEK
*0600-0900	M-F	THE EYE OPENER	5 (180/2)	450
*1530-1700	M-F	MATINEE	5 (90/2)	225
*1800-1845	M-F	CANDLELIGHT AND SILVER	5 (45/2)	112
2230-2300	T	THE ACME SAUSAGE COMPANY	30	30
2230-2300	F	VOX	30	30
1100-1200	Sat.	SHOWTIME	60	60
1215-1300	Sat.	NATCH'L BLUES	45	45
**2100-2200	Sat.	H.P. SAUCE	60/2	30
2200-2230	Sat.	CANADA FANCY	30	30
2230-0200	Sat.	HEAT OF THE NIGHT	210	210
1115-1200	Sun.	THE OLD DISC JOCKEY	45	45
1230-1300	Sun.	OLD COUNTRY MELODIES	30	30
*1300-1520	Sun.	SOMETHING FOR A SUNDAY...	140/2	70
1700-1730	Sat.	FANTASIA	30	30
2000-2100	Sun.	CONTINENTAL MUSICAL	60	60
2130-0100	Sun.	PICKIN' UP THE PIECES	210	210
TOTAL				1667.5 min. or 27.79 hrs.

* 50% Music General - 50% Music Traditional

** 50% Music General - 50% Interview

TABLE 5: ACCESS RADIO (CKUA)
MUSIC-TRADITIONAL PROGRAMS

TIME OF DAY	DAY OF WEEK	PROGRAM	DURATION OF PROGRAM	PROGRAM TIME PER WEEK
*0600-0900	M-F	THE EYEOPENER	5 (180/2)	450
0900-1000	M-F	CONCERT AT NINE	5 (60)	300
1000-1130	M-F	SHANK OF THE MORNING	5 (90)	450
1250-1300	M-F	CUE	5 (10)	50
1300-1500	M-F	CONCERT AT ONE	5 (120)	600
*1530-1700	M-F	MATINEE	5 (90/2)	225
*1800-1845	M-F	CANDLELIGHT & SILVER	5 (45/2)	112.5
1845-1945	M-F	THE MUSIC HOUR	5 (60)	300
2300-2400	M-F	THE JAZZ SHOW	5 (60)	300
2400-0200	M-F	STILL OF THE NIGHT	5 (120)	600
2000-2100	M	MUSIC & NEWS	60	60
2100-2200	M	THE DEKOVEN CONCERT	60	60
2000-2200	W	BOSTON SYMPHONY CONCERT	120	120
2100-2200	TH	MATT HEDLEY PRESENTS	60	60
2000-2200	F	PHILADELPHIA ORCHESTRA	120	120
0600-0900	Sat.	SATURDAY MORNING CONCERT	180	180
1300-1500	Sat.	THE TASTE	120	120
1500-1600	Sat.	MAINSTREAM PLUS	60	60
1605-1700	Sat.	POST-MODERN MUSIC	55	55
*1700-1730	Sat.	FANTASIA	30/2	15
1730-1830	Sat.	CANDLELIGHT & SILVER	60	60
1845-1945	Sat.	CONCERT ENCORES	60	60
*1945-2100	Sat.	JAZZ INTERACTIONS	75	75
0600-0830	Sun.	SUNDAY BREAKFAST	150	150
0830-0900	Sun.	CLASSICAL SHOWCASE	30	30
*1300-1520	Sun.	SOMETHING FOR A SUNDAY...	140/2	70
1740-1830	Sun.	CANDLELIGHT & SILVER	50	50
TOTAL				4732.5 min. or 78.88 hrs.

* 50% Music General - 50% Music Traditional

TABLE 6: ACCESS RADIO (CKUA)

LIVE/LOCAL TYPE PROGRAMS

TIME OF DAY	DAY OF WEEK	PROGRAM	DURATION OF PROGRAM	PROGRAM TIME PER WEEK
2230-2300	T	THE ACME SAUSAGE CO.	30	30
TOTAL				30 min. or .5 hr.

Chapter 4

THE ASSESSMENT PANEL

CRITERIA FOR SELECTION OF THE ACCESS RADIO ASSESSMENT PANEL

In establishing selection criteria for ACCESS RADIO Assessment Panel the researcher has given due consideration to two factors on which the validity of the study is contingent. The contingent factors are:

- a) *Representability*: collectively the panel represents a sample of the ACCESS RADIO listening audience with respect to the demographic factors of age, sex, rural/urban orientation and the factors of formal education and occupation.
- b) *Balance*: collectively the panel reflects three kinds of listeners: ACCESS RADIO listeners; non ACCESS RADIO listeners; and non-radio listeners.

In the June, 1974 report to the Program Policy Advisory Committee on CKUA programming, submitted by V. Sunohara, Assistant to the Director of A.E.C.A., four characteristics of the CKUA audience were cited. The first suggests that the general listening audience of CKUA has a higher distribution of listeners in their twenties, dropping in the middle age group and increasing again in the age group forty-five and up.

Secondly, the occupations of housewife, professional/managerial, retirement and student make up the majority of the listening audience in that order.

Thirdly, the educational background of CKUA listeners is described as "heavy" since more than 50% of the listeners have post secondary education, 25% high school education and 25% grade school education.

Fourthly, the report shows that the majority of ACCESS RADIO listeners are females.

CHARACTERISTICS OF THE ACCESS RADIO ASSESSMENT PANEL

a. Age and Sex Orientation:

Table 7 shows that the Assessment Panel is characteristic of the CKUA listening audience evidenced in the 1974 report with respect to age.

The panel was made up of fifteen females and nine males.

TABLE 7: AGE ORIENTATION OF
ASSESSMENT PANEL AND ACCESS
RADIO LISTENING AUDIENCE.

AGE CATEGORY	ASSESSMENT PANEL		CKUA AUDIENCE Percentage
	NUMBER	PERCENTAGE	
18-37	9	37.5	32.0
38-47	2	8.3	20.0
48 +	13	54.2	48.0
TOTALS	24	100.0	100.0

b. Occupational Orientation:

Table 8 shows that the occupational orientation of the panel is representative as it is consistent with the finding of the 1974

report to P.P.A.C.

TABLE 8: OCCUPATIONAL ORIENTATION OF
THE ACCESS RADIO ASSESSMENT PANEL.

OCCUPATION	NUMBER	PERCENTAGE
Professional/ Managerial	12	50.0
Housewives	7	29.2
Clerical/ Sales	1	4.2
Retirement	2	8.3
Student	2	8.3
Other	0	0.0
TOTALS	24	100.0

c. Educational Orientation:

Table 9 shows that the educational orientation of the Assessment Panel compares favorably with that of the listening audience.

TABLE 9: EDUCATIONAL ORIENTATION OF
ACCESS RADIO ASSESSMENT PANEL AND
THE CKUA LISTENING AUDIENCE.

FORMAL EDUCATION	ASSESSMENT PANEL	CKUA LISTENING AUDIENCE
Post Secondary	70.8	50.0
High School	29.2	25.0
Grade School	--	25.0
TOTALS	100.0	100.0

d. Geographic Orientation:

Table 10 shows the rural/urban orientation of the Assessment Panel and the CKUA listening audience. The panel is representative.

TABLE 10: GEOGRAPHIC ORIENTATION OF
ASSESSMENT PANEL AND CKUA
LISTENING AUDIENCE

	ASSESSMENT PANEL		CKUA AUDIENCE
	NUMBER	PERCENTAGE	PERCENTAGE
URBAN	19	79.2	63.0
RURAL	5	20.8	37.0
TOTALS	24	100.0	100.0

e. Radio Listening Habits of Panel:

Panel members were asked to declare their "radio listening" habits by indicating to what extent they listened to ACCESS RADIO and to what extent they listened to non ACCESS RADIO. On the basis of their responses, summarized in Table 11 members were divided into two groups and the responses of the groups were compared statistically for differences between groups, Chapter 5, Table 15. Data used in describing the characteristics of the panel in this chapter was collected by having the members complete the Panel Member Data Sheet, Appendix C.

TABLE 11: ORIENTATION OF ASSESSMENT PANEL
BY RADIO LISTENING HABITS.

LISTENING HABIT	ACCESS RADIO LISTENERS		NON ACCESS RADIO LISTENERS	
	No.	%	No.	%
Seldom Listen	11	45.8	3	14.3
Occasionally Listen	7	29.2	7	33.3
Frequently Listen	3	12.5	5	23.8
Regularly Listen	3	12.5	6	28.6
TOTALS	24	100.0	*21	100.0

*Three panel members left this question blank.

f. Orientation by Program Preference:

To ascertain the program preference of the panel, members were asked to RANK ORDER their program preferences. Table 12 shows that News, Talks and Music-Traditional were high in preference among panel members. The preferences of individual members were used in dividing the panel into five units for assessment of specific program-types, i.e. panel members were placed in a unit assessing the program they preferred. (Phase Two of the assessment.)

TABLE 12; PROGRAM PREFERENCES
OF THE ASSESSMENT PANEL.

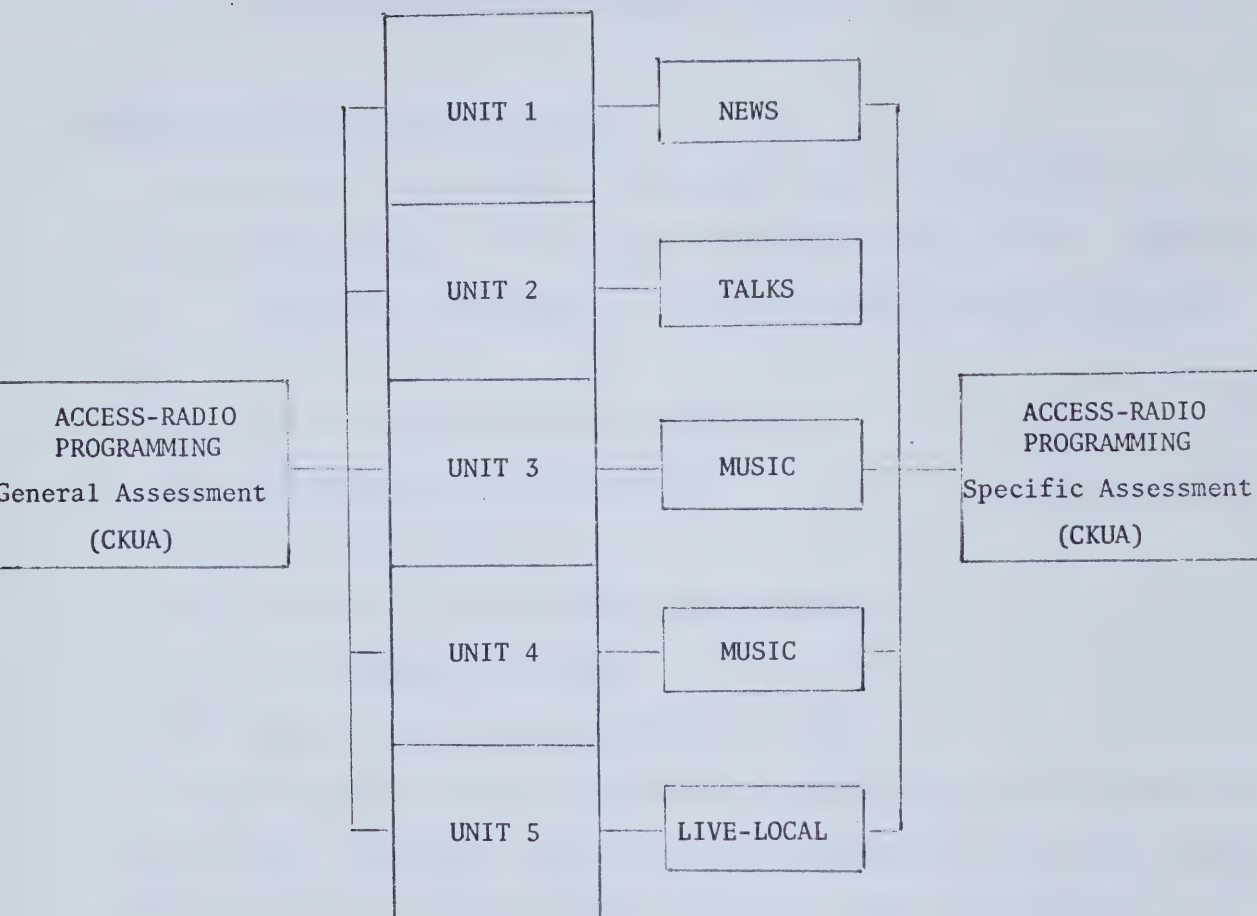
PROGRAM	PREFERENCE					RANK
	1st	2nd	3rd	4th	5th	
Newscast	11	4	1	3	0	1
Talks	3	6	6	0	2	2
Weather	0	6	5	4	4	4
Sportscast	0	0	3	1	1	8
Marketing/ Consumer	0	2	2	2	0	6
Open-Line	0	1	0	4	1	7
Ethnic	0	1	0	0	3	9
Music Traditional	7	1	3	2	1	3
Music General	1	1	2	4	4	5
TOTALS	22	22	22	20	16	

STRUCTURE AND TASKS OF THE ASSESSMENT PANEL

a. Structure:

The panel worked as a single unit in Phase One of the assessment, that is, in assessing ACCESS RADIO 'programming in general'. However, in Phase Two of the assessment the panel was divided into five units according to the panel members' preferences. Each unit was responsible for the assessment of a specific program type. (Figure 2).

FIGURE 2: STRUCTURE OF ASSESSMENT PANEL



b. Tasks:

Task One: To monitor CKUA radio for an accumulative total of twenty hours during the specified two week probe period and complete an ASSESSMENT QUESTIONNAIRE on CKUA 'programming in general' after every two hours of monitoring. Maximum of ten assessments by each panel member.

Task Two: To devote ten of the above twenty hours for monitoring of a designated specific program-type and complete an EVALUATION QUESTIONNAIRE after every one hour of monitoring. Maximum of ten assessments.

Task Three: To complete a SUMMATION QUESTIONNAIRE at the end of the two week probe period. (Appendix A)

Task Four: To keep a daily record of program(s) monitored and the time they were monitored.
(See Guidelines to Panel Members, Appendix D, p. 6-7)

PREPARATION OF THE ASSESSMENT PANEL

Panel members were asked to attend one of the two orientation sessions held on Tuesday evening, May 28, and Wednesday afternoon, May 29. (Appendix D, p. 2) The agenda (Appendix D, p. 3) provided for a detailed discussion on:

- i) the two phases of the assessment
- ii) the objectives of ACCESS RADIO
- iii) the C.R.T.C. definition
- iv) procedures to be followed by panel members
- v) the assessment instruments
- vi) keeping a daily log of program listening.

Both sessions were well attended and a great deal of zeal was expressed for the study. There was some evidence of apprehension on the part of ACCESS RADIO listeners as to the possible outcome of a study such as this.

Each member received a handout entitled Information to Panel Members Re Assessment of ACCESS RADIO (CKUA). The handout (Appendix D) provided structure for the orientation sessions and information on the various aspects of the study. The Guidelines to Panel Members section of the handout provided for a "take home" reference regarding procedures each member was to follow.

The sessions were designed to furnish base rate information for panel members on which the element of reliability of this study is founded. The small minority of members who did not attend either of the two orientation

sessions were contacted by telephone and a one to one orientation session between the panel member and the researcher was arranged. There were five such cases.

Chapter 5

ANALYSIS OF DATA AND FINDINGS

ASSESSMENT PANEL DATA INPUT

The research design called for a twenty-five member panel each providing data input of

- i) ten assessments of "programming in general" (Phase One)
- ii) ten assessments of a specific program-type (Phase Two) and
- iii) one summation assessment.

In anticipation of probable drop outs prior to and during the probe period the researcher had contracted twenty-nine^{*} potential members who accepted the invitation to assist in the study. All twenty-nine received a letter of invitation to attend one of the two orientation sessions (Letter of Invitation, May 20, 1975, Appendix D, p. 1). Two persons dropped out prior to the orientation sessions because of changes in job and two other persons dropped out after the orientation session for reasons of conflict between the listening commitment of twenty hours and personal commitments. One member misplaced his questionnaires after completion thus resulting in a panel of twenty four members.

* The researcher's target was 30 persons "in anticipation", however, many persons contacted showed interest and a willingness to help with the study but found the outdoor month of June just too busy for a twenty-hour listening commitment.

Table 13 shows a summary of the resulting assessments made by the panel during the two week probe.

TABLE 13: QUANTITY AND KIND OF
ASSESSMENTS MADE BY PANEL

KIND OF ASSESSMENT		NUMBER IN UNIT	ASSESSMENTS MADE	TARGET	PERCENTAGE OF TARGET
P H A S E O N E	PROGRAMMING IN GENERAL	24	184	240	76.3
	SUMMATION	24	24	24	100.0
P H A S E T W O	NEWS	4	25	40	62.5
	TALKS	5	32	50	63.3
	MUSIC-GENERAL	7	39	70	55.7
	MUSIC-TRADITIONAL	4	40	40	100.0
	LIVE/LOCAL	4	23	40	57.5
TOTALS		24	159	240	66.3

Phase One of the assessment required that all twenty-four panel members complete ten assessments of 'programming in general', a possible return of 240 assessments. The panel returned 184 assessments or 76.3% of target. Reasons given by members for not reaching target were of two kinds: i) personal commitments to job, home improvement and gardening were prohibitive in attaining the objective ii) lost interest after listening to CKUA

programming e.g. long interludes of "weird and unappealing music" especially in the mornings.

All twenty-four members completed the Summation Questionnaire at the conclusion of the two week probe.

In Phase Two of the assessment the panel was divided into units by program-type. Each member was required to complete ten assessments of the specific program-type he had selected or in some cases designated.

The returns showed that 159 assessments of specific program-types were made out of a possible total of 240. This represented 66.3% of target.

The Unit assessing *music-traditional*, perhaps, the "weird and unappealing" music referred to by one disenchanted member attained 100% of target. This unit experienced little difficulty in accumulating ten hours of listening to music-traditional. Music-traditional programming makes up 57% of CKUA's total programming. This, however, was not the case for the Unit assessing *live/local* as the program The Acme Sausage Company (2230-2300) is the only program that unquestionably falls into this program-type and its total programming time during the two week period was one hour. This was enough air time to allow one assessment to be made. Table 14 shows a breakdown of the number of assessments made by the unit assessing live/local programming.

TABLE 14: ASSESSMENT BREAKDOWN
OF LIVE/LOCAL PROGRAMMING
BY THE UNIT ASSESSING SUCH

UNIT MEMBER	ASSESSMENTS MADE
01	2
02	1
03	10
04	10
TOTAL	23

By examining the Listening Record Sheet of the two members making ten assessments each of *live/local* programming it was evidenced that one member considered all news casts as live/local and the other member considered talks and documentaries as falling into this program-type. Pointedly, the stark fact remains, there is virtually no live/local programming on CKUA which 'provides a showcase of the aptitudes, talents and skills of Albertans'. (Chapter 3, Table 1, p.18).

The Unit assessing talks reached 63.3% of their objective of 40 assessments. *Talks*, documentaries, reviews, interviews, make up approximately 8% of CKUA's programming or 11.5 hours per week. (Chapter 3, Table 1, p. 18).

Five of talk-type programs are aired between 1130 and 1200 which makes them accessible to those working unusual hours and inaccessible to those working usual hours.

The Unit assessing *music-general* reached 55.7% of their objective of

70 assessments. The prime reason given by unit members for not reaching their objective was simply "there is not enough programming of this type during usual listening hours". The reader can verify this allegation by examining Table 4, Addendum to Chapter 3, p. 22.

Of the 27.79 hours of music-general programming weekly, 13.33 hours fall on Saturday and Sunday, one hour falls after 2230 leaving approximately 13 hours of programming during peak listening hours. The 13 hours is made up by The Eye Opener (0600-0900), Matinee (1530-1700) and Candlelight and Silver (1800-1845) all of which are 50% music-general and 50% traditional.

TREATMENT OF DATA

Mean of Means Approach:

The researcher found it necessary to deviate from the original plan for treatment of data, i.e. considering the 240 assessments as individual and independent assessments. The deviation was deemed necessary since the number of assessments of programming in general and of specific program-types made by individual panel members varied from 3 to 10. The researcher had no choice other than to calculate the mean of each member's responses and then use these means to calculate a mean of means to determine the panel's assessment of each question.

Difference Between Means:

The researcher added another dimension to the analysis of data by comparing the responses of ACCESS LISTENERS to those of NON ACCESS LISTENERS. Significant differences between the means of the two groups were noted.

Composition of Groups:

Group A: ACCESS LISTENERS was made up of members whose responses to Question A, Panel Member Data Sheet, Appendix C, were that they "frequently" or "regularly" listened to CKUA. There were five such members.

Group B: NON ACCESS LISTENERS was made up of members whose responses to Question 4b, Panel Member Data Sheet, Appendix C were that they "frequently or regularly" listened to non ACCESS RADIO. There were ten such members.

Two other groups, Group C and Group D were made up for comparison purposes to include all twenty-four members.

Group C was constituted by adding to Group A three members who indicated that they "occasionally" or "seldom" listened to ACCESS RADIO and one member who indicated that he "seldom" listened to ACCESS or non ACCESS RADIO making a total of nine members.

Group D was constituted by adding to Group B four panel members who indicated that they "occasionally" or "seldom" listened to non ACCESS RADIO and one member who indicated that he "seldom" listened to ACCESS RADIO or non ACCESS RADIO making a total of ten members.

Differences between means of Group C and Group D are not included in this report nor is the data generated by this analysis interpreted. Computer printouts comparing the two groups are available on request.

STATISTICAL DATA AND INTERPRETATION: PHASE ONE

PROGRAMMING IN GENERAL

The object of this section is to present the statistical analysis of the data generated in response to the problems in Phase One of the assessment as defined in Chapter 2. The data was organized so as to make differences between means easily observed. Interpretations of data follow the table representing the statistical data for each of the seven problems.

The reader will recall that a five point scale was used to rate *the extent to which* an assessment statement was evidenced by ACCESS RADIO (CKUA) programming. The means represent a point on a continuum from "NOT AT ALL" (a rating of '1') to "A GREAT DEAL" (a rating of '5'). A mean of 3.00 represents the midpoint on this continuum and is described as "TO SOME DEGREE". A mean of "4.00" or greater was interpreted as *definite accordance* and a mean less than "3.00" was interpreted as *no accordance*. A mean between 3.00 and 3.99 was considered as *marginal*.

The Table in each section shows the following:

- i) mean for each statement based on the panel's responses as recorded on the Interval Questionnaire.
- ii) mean for ACCESS LISTENERS (Group A) based on the Interval Questionnaire.
- iii) mean for NON ACCESS LISTENERS (Group B) based on the Interval Questionnaire.
- iv) mean for each statement based on the panel's responses as recorded on the Summation Questionnaire.
- v) mean for ACCESS LISTENERS (Group A) based on the Summation Questionnaire.
- vi) mean for NON ACCESS LISTENERS (Group B) based on the Summation Questionnaire.

vii) an average of means for related statements.

PROBLEM 1: ACCESS STATEMENT OF MISSION

Table 15 shows the statistical data (means) generated by panel responses to statements relating to the ACCESS RADIO *statement of mission*. Abbreviations of the statements are used in presenting data.

TABLE 15: STATISTICAL DATA
IN RESPONSE TO PROBLEM ONE: ACCESS RADIO
STATEMENT OF MISSION

PROBLEM 1 STATEMENT OF MISSION	PROGRAMMING IN GENERAL QUEST.			SUMMATION QUESTIONNAIRE		
	PANEL ASSESSMENT (24)	ACCESS GROUP A (5)	NON ACCESS GROUP B (10)	PANEL ASSESSMENT (24)	ACCESS GROUP A (5)	NON ACCESS GROUP B (10)
	Mean	Mean	Mean	Mean	Mean	Mean
Sub Problem 1(a) Learning Experience	4.04	4.15	3.98	4.14	4.75*	3.90*
Sub Problem 1(b) Innovative Service	3.93	3.96	4.03	3.86	4.20	3.67
Sub Problem 1(c) Expand Awareness	3.99	3.92	4.03	3.93	4.00	3.89
Diversify Interest	3.77	3.66	3.81	3.79	4.00	3.67
Enlarge World	3.86	3.95	3.82	4.00	4.00	3.80
Average of Means	3.92	3.93	3.93	3.94	4.19	3.78

Note: Number in parenthesis indicates the size of the assessment unit.

* Significant at the .02 level of significance.

As evidenced by the data in Table 15 the panel found the "programming in general" of ACCESS RADIO to be "to some degree" or *marginal in accordance with the ACCESS statement of mission*. The average mean of the five components being 3.92 on the Interval Questionnaire and 3.94 on the Summation Questionnaire.

However, the statement, "ACCESS RADIO programming provides learning experiences for the listener" which is the key statement fell into "fairly much" or *in accordance with* (4.04 and 4.14) and substantially supported by "innovativeness" (3.93, 3.86), "expand awareness" (3.99, 3.93), and to a lesser degree "diversify interests" (3.77, 3.79).

It is noteworthy that after twenty hours of monitoring ACCESS RADIO LISTENERS (Group A) rated all statements higher, 4.19 as opposed to 3.93, and NON ACCESS RADIO LISTENERS rated the statements lower, 3.78 as opposed to 3.93. It appears that as the probe progressed ACCESS RADIO LISTENERS perceived the programming as more and more *in accordance with the ACCESS statement of mission*, however, the converse was true for the NON ACCESS RADIO LISTENERS.

The T test was applied to determine the significance level between means of the two groups. No significant difference was found between the two groups on all of the component statements EXCEPT for sub problem 1(a), considered as the key statement in this set by the researcher, in which case a significant difference was found at the .02 level of significance. This simply means that Group A and Group B are different populations.

The researcher's interpretation of the above finding is that ACCESS LISTENERS as a group are unique. The reason for this uniqueness will surface as other findings are unveiled.

PROBLEM 2: ACCESS STATED OBJECTIVES

Table 16 shows the statistical data generated by panel responses relating to ACCESS *stated objectives*.

TABLE 16: STATISTICAL DATA
IN RESPONSE TO PROBLEM TWO: ACCESS RADIO
STATED OBJECTIVES

PROBLEM 2 STATED OBJECTIVES	PROGRAMMING IN GENERAL QUEST.			SUMMATION QUESTIONNAIRE		
	PANEL ASSESSMENT (24)	ACCESS GROUP A (5)	NON ACCESS GROUP B (10)	PANEL ASSESSMENT (24)	ACCESS GROUP A (5)	NON ACCESS GROUP B (10)
	Mean	Mean	Mean	Mean	Mean	Mean
Sub Problem 2(a) Interests & Concerns	3.02	2.47*	3.09*	3.91	4.40	4.60
Sub Problem 2(b) Showcase	-	-	-	2.96	3.50	3.10
Sub Problem 2(c) ₁ Riches of Music	-	-	-	4.04	4.08	4.20
Sub Problem 2(c) ₂ Riches of Spoken Word	-	-	-	3.95	-	-

Note: Missing or unreliable data.

* Significant at the .09 level of significance.

The three stated objectives of ACCESS RADIO are represented by sub problems 2(a), 2(b), 2(c)₁ and 2(c)₂ in the table.

Sub Problem 2(a)

The panel's assessment based on responses to statements in the Interval Questionnaire clearly indicates that ACCESS RADIO programming is *marginal* (mean 3.02) *in accordance with* its objective "to provide the widest possible expression of different perspectives on issues of interest and concern".

The T test showed that the differences between means of the two groups was significant at the .09 level of significance. Considering the panel's responses in summation, the overall assessment (mean 3.91) strongly leans toward *accord*. Both group A (4.40) and group B (4.00) agree that there is *accordance* between ACCESS RADIO programming in general and the ACCESS stated objective.

The researcher's explanation for the differences in means between the responses on the Interval Questionnaire and the Summation Questionnaire is attributed to the high frequency of music-type programs broadcasted by CKUA which do not raise issues and concerns specific to Albertans.

Sub Problem 2(b)

The panel found *no accordance* between the ACCESS RADIO stated objective which is "to provide a showcase for the aptitudes, talents and skills of Albertans" and ACCESS programming in general. Group A shows a higher rating than does group B. The differences in means are not significant.

Sub Problem 2(c)₁

The panel's assessment of CKUA radio meeting the objective "to provide

to all Albertans the riches of the world in music" is *in accordance with* (mean 4.04). There was no significant difference between means of the two groups.

Sub Problem 2(c)₂

With respect to ACCESS RADIO objective "to provide to all Albertans the riches of the world in the spoken word" the panel found the programming approached *accordance* (mean 3.95), however the findings fall into the *marginal* category.

Related Findings:

The panel was asked to assess four statements describing the "spoken word" of the announcers (hosts). The statements and subsequent findings are:

1. "The spoken word of the broadcasters, announcers and commentators was:
 - a) of high attention-holding capacity (Panel 3.67, Group A 3.98, Group B 3.49)
 - b) of high quality as to word usage, grammar, pronunciation, etc. (Panel 4.29, Group A 4.32, Group B 4.26)
 - c) of pleasing voice and tone (Panel 4.04, Group A 4.35, Group B 3.89)
 - d) easily understood (Panel 4.33, Group A 4.23, Group B 4.38)"

Unquestionably the panel's assessment of the quality of the spoken word of ACCESS RADIO broadcasters is that it is of high quality as to word usage, pleasing in voice and tone and easily understood. The attention-holding capacity of the spoken word was not perceived as favorable.

The panel was asked to rate three statements related to the *statement*

of mission. The statements and their respective means were as follows.

"The learning experiences as provided by ACCESS RADIO programming were designed and structured mainly for:

- i) instructional purposes (Panel Assessment 3.68; Group A Assessment 3.65; Group B Assessment 3.69).
- ii) special purposes (Panel 3.46; Group a 3.45; Group B 3.47).
- iii) enrichment purposes (Panel 3.82; Group A 4.21; Group B 3.63)."

If indeed ACCESS RADIO has an *educational mission* it is by no means an obvious one except perceived by ACCESS LISTENERS (4.21) as one of *enrichment*.

The researcher contends that this is a consequence of the fact that CKUA programming is 77% music, 57% of which is traditional and logically is being perceived and accepted by the CKUA audience as *enrichment*. Music programs with the exception of DeKovan, which in the words of one panel member "I could stand only one of those", and Matt Hedley are not instructional nor are they for a special purpose.

The T test for differences between means of the two groups was applied to all three statements. The difference between means of the two groups was significant at the .05 level of significance for the statement regarding *enrichment*.

PROBLEM 3: C.R.T.C. DEFINITION AND
A.E.C.A. GUIDELINE

Table 17 shows the statistical data generated by panel responses relating to the Canadian Radio-Television Commission's definition of educational programming and the A.E.C.A. guideline.

TABLE 17: STATISTICAL DATA
IN RESPONSE TO PROBLEMS THREE, FOUR, SIX
AND SEVEN: C.R.T.C. DEFINITION

C.R.T.C. DEFINITION	PROGRAMMING IN GENERAL QUEST.			SUMMATION QUESTIONNAIRE		
	PANEL ASSESSMENT (24)	ACCESS GROUP A (5)	NON ACCESS GROUP B (10)	PANEL ASSESSMENT (24)	ACCESS GROUP A (5)	NON ACCESS GROUP B (10)
PROBLEM 3	Mean	Mean	Mean	Mean	Mean	Mean
Acquisition or Improvement	3.76	3.91	3.68	4.00	4.40	3.80
Enlargement	3.80	3.94	3.73			
PROBLEM 4	4.31	4.38	4.28	4.27	4.40	4.20
Distinctly Different						
Content						
Presentation						
Purpose	3.72	3.75	3.71			
PROBLEM 6				3.21	4.25 [*]	2.80 [*]
Information Re Courses						
PROBLEM 7						
Educational Events				3.40	3.80	3.20

* Significant at the .05 level of significance.

Table 17 shows that the panel did not find a high degree of *accordance* between ACCESS RADIO "programming in general" and the furnishing of "a continuity of learning aimed at i) acquisition or improvement of knowledge and ii) the enlargement of understanding" (means 3.76 and 3.80 respectively).

The C.R.T.C. criteria is very specific in this regard and one would expect that programming aimed at this criteria could and would be easily identified. The researcher concludes that CKUA programming is such that it does not provide the listener with abundant opportunities to acquire new knowledge or improve his present knowledge in spite of the fact that this is the backbone of educational broadcasting.

There is an inconsistency in the panel's assessment in summation and the panel's assessment during the probe. In summation the panel found the programming to be *in accordance* with this aspect of the C.R.T.C. definition (mean 4.00). Upon examination of the differences in means of the ACCESS LISTENERS one notes that the assessment changes considerably from the Interval Assessment (mean 3.76) to the Summation Assessment (4.00) whereas the assessment by NON ACCESS LISTENERS on both questionnaires remains constant. The researcher's opinion is that ACCESS LISTENERS' assessment is based on their past experiences with ACCESS RADIO programming as well as the broadcasting during the probe and indeed find the programming as providing for a continuity of learning. The NON ACCESS LISTENERS' assessment is based on the programming as broadcasted during the probe exclusively and

therefore less subjective.

The T test was applied and the differences between means of the two groups were not significant.

One of the panel members commented that CKUA programming as he found it was substantially more "educational" than programming of other stations. Another panel member submitted that continuity was lacking, "seemed to be more of a 'grab bag', disconnected in many instances i.e. Paris Symphony, Sylvia Tyson, Stevie Wonder all in one program". A third member found that "the broadcasting of speeches in full from the Learned Societies, ATA conventions, etc." was a positive attribute of CKUA's programming.

PROBLEM 4: PROGRAMMING DISTINCTLY DIFFERENT

As Table 17 indicates the panel was consistent in its assessments on the two questionnaires and there was a high degree of agreement between the two groups. The panel assessed the programming of CKUA to be in accordance with the C.R.T.C. criteria of "programming that is distinctively different" (mean 4.31).

The researcher interprets the results to be conclusive that ACCESS RADIO programming is distinctly different from programming of other radio stations. This "difference" appears to be attributed to "content" mostly (mean 4.23) and not as much to presentation (3.71) or purpose (3.72). This, in the researcher's view, weakens the position of CKUA programming as it relates to the C.R.T.C. definition that emphasizes format which indeed is presentation and purpose.

Comments regarding distinctiveness from panel members:

1. Definitely!
2. The one distinct difference was large quantities of classical music during the day. Other programs can be found on other radio stations.
3. This is true and could further be improved.
4. Difference is one of style.
5. I appreciate the absence of commercials and open-line shows.
6. This is true but the difference comes from worse programming on the part of ACCESS RADIO. Good material, poor arrangement.

The comments identify content more than format or purpose, few tie in to the educational aspect.

PROBLEM 6: INFORMATION ON AVAILABLE COURSES OF INSTRUCTION

One of the provisions of the C.R.T.C. definition of educational programming is that such programming provide the listener with information about available courses in continuing education.

Data generated is inconsistent with the written comments of panel members such as "I heard none. None. Didn't hear any, etc.". Secondly, the ACCESS LISTENERS' subjectivism or perhaps optimism shows through again (mean 4.25) as compared to the NON ACCESS LISTENERS' assessment mean of 2.80.

The T test was applied to the difference of means between the two groups and the difference was found to be significant at the .05 level

of significance.

A closer examination of raw data by the researcher revealed that very few members rated the relative statement to this problem, but opted for a comment of "none". Since one of the cardinal rules the researcher subscribed to was "thou shalt not transcribe written comments into ratings" the number of responses was very small. This among other things could contribute to the inconsistency. In discussing the problem statement with CKUA's program manager the researcher learned that little or no information of this kind is emitted during the off-seasons of spring and early summer.

PROBLEM 7: BROADCASTING OF EDUCATIONAL EVENTS

The intent of the C.R.T.C. definition in this regard is basically to provide a media and service for disseminating special educational events. This service is not to be exclusive to school systems but provide for educational systems. Technical schools, colleges and universities would be some appropriate examples.

The panel's assessment as shown in Table 17, p.47 was one of *no accordance* (mean 3.40).

A suggestion from the panel was to have a program like Just A Minute for special educational events. A conclusion drawn by one panel member was "more agricultural events than educational events ... daily program on educational events similar to the agricultural program would fill the mandate". The researcher could not support this meagre compromise for programming with an educational mandate.

STATISTICAL DATA AND INTERPRETATION: PHASE TWO

SPECIFIC PROGRAM-TYPES

In Phase Two FIVE specific program-types broadcast by ACCESS RADIO were assessed to find the extent to which individual program-types are in accordance with the i) ACCESS statement of mission ii) ACCESS stated objectives and iii) the C.R.T.C. definition of educational programming.

The statistical data is presented in two parts, the first being means of responses to statements 1 to 18 on the EVALUATION OF SPECIFIC PROGRAM-TYPES OF ACCESS RADIO INTERVAL QUESTIONNAIRE (Appendix A). These statements were common for the five program-types assessed and provide the reader with an overall view of how much accordance in general there is between specific program types and the assessment criteria.

In the second part means of supplement statements exclusive to each program-type are presented and interpreted.

This format provides the advantage of multiple visual comparison of means, within a program-type, and between program-types.

PROBLEM 5: ASSESSMENT OF SPECIFIC

PROGRAM-TYPE: PART I (COMMON STATEMENTS)

Related to ACCESS Statement of Mission:

The first five assessment statements, Table 18, relate to the statement of mission. News programs show near *in accordance with* the mission statement (mean 3.96) whereas, music-general programs show least accordance (mean 3.21). None of the program-types met the established criteria

TABLE 18: STATISTICAL DATA RE SPECIFIC
PROGRAM-TYPES IN RESPONSE TO
STATEMENTS 1-19 SPECIFIC PROGRAM-TYPE QUESTIONNAIRE

ASSESSMENT STATEMENTS	PANEL ASSESSMENT	PROGRAM-TYPE				
		NEWS	TALKS	MUSIC GENERAL	MUSIC TRADITIONAL	LIVE/* LOCAL
		- - -	- - - -	M E A N S	- - - - -	- -
Learning Experience	3.58	3.96	3.67	3.21	3.59	3.47
Innovative Service	3.90	3.62	3.82	4.05	3.96	4.05
Expand Awareness	3.62	3.98	4.34	3.41	3.65	3.50
Diversify Interests	3.49	3.36	3.67	3.25	3.75	3.45
Enlarge World	3.81	3.97	4.11	3.43	3.99	3.53
Instruction	3.36	3.91	4.04	2.79	2.64	3.47
Special Purposes	3.17	3.35	3.40	2.70	3.20	3.20
Enrichment	3.78	3.59	4.29	3.22	3.90	3.90
Attention Holding	3.49	3.46	4.11	2.89	3.60	3.39
Word Usage	3.96	3.79	4.06	4.02	4.03	3.91
Voice	3.86	4.09	3.99	3.61	3.98	3.63
Easily Understood	4.29	4.67	4.11	4.25	4.23	4.19
Acquisition of Knowledge	3.46	3.90	3.83	2.86	3.46	3.25
Enlarge Understanding	3.47	3.67	4.01	3.02	3.68	2.97

* Of questionable reliability.

(Table 18 continued next page)

ASSESSMENT STATEMENTS	PANEL ASSESSMENT	PROGRAM-TYPE				
		NEWS	TALKS	MUSIC GENERAL	MUSIC TRADITIONAL	LIVE/* LOCAL
Distinctly Different	3.99	3.79	3.78	4.16	4.14	4.08
Positive Difference	3.82	3.40	3.87	3.94	4.53	3.35
Content	3.82	3.20	3.86	4.07	4.34	3.63
Presentation	3.56	3.44	3.63	3.75	3.79	3.18

* Of questionable reliability.

for accordance. The panel's assessment of news programs shows that they expand one's awareness and enlarge one's world. Talk programs were rated as *marginal* with the exception of the panel's resounding support of *accordance* for the "expand awareness" component of the mission statement. Interestingly enough the panel found the talk programs as falling short of "diversifying the listeners' interests" (mean 3.67) providing "a learning experience" (mean 3.67) or being "innovative" (mean 3.62).

Music-general and live/local programs were rated as being most innovative (mean 4.05). It is apparent that the Acme Sausage Comapny, a music-general program which drew many positive comments from panel members had a direct effect on the above ratings. Music-general programs are designed basically for entertainment and consequently fared poorly with respect to meeting the criteria supposedly inherent in ACCESS's educationally orientated statement of mission.

Music-traditional programs did not meet the accordance criteria on any of the components thus fell into the *marginal* category. It would appear that a great deal of time and effort on the part of CKUA personnel goes into planning and preparing the commentaries for these programs yet their overall impact falls short of providing a learning experience for the listener.

In the researcher's opinion music-traditional programming with the exception of the DeKovan and Hedley programs is "pseudo" foreground programming. In the most part the format of music-traditional programs Eye Opener, Matinee, Candlelight and Silver and the like is simply glorified gramophone format, i.e. label identification with a flare. One of the panel members responded to the same query with a "So What! It's simply jargon of a different kind, the information is of no value to me nor can I see it of value to the 'classics enthusiast' either, he probably already knows".

Further, this also explains the relatively high rating of music-traditional on "innovation" as the program content is presented with substantially more comprehensiveness than label identification, this is different and perceived as innovative.

Encouraging is the near accordance rating of music-traditional programs on the "enlarging one's world" component (mean 3.99). The researcher sees this as a categorization of music-traditional programs. "Expand awareness" can be interpreted as "acquiring knowledge" (mean 3.46), "enlarge world" as "enrichment" (mean 3.90) and that is the purpose the panel saw in music-traditional programming.

Further related to the statement of mission are assessment statements 6, 7 and 8 which attempted to determine the purposes for which ACCESS programs were designed, a particularly worthy undertaking in view of the educational mandate with which ACCESS is confronted. The panel found talks and news most instructional (means of 4.04 and 3.91 respectively); very little programming of any kind for special purposes; talks (mean 4.29), music-traditional (mean 3.90) and live/local (mean 3.90) as most enriching.

Related to the C.R.T.C. Definition:

Assessment statements Nos. 13, 14, 15 and 16 relate to the C.R.T.C. definition of educational programming. All program-types fell into the *marginal* category of accordance on the "acquisition of knowledge" component, news receiving the highest rating (mean 3.90) and music-general the lowest (mean 2.86). All program-types with the exception of talks fell well below the accordance criteria on the "enlargement of understanding" component. The panel found talks (mean 4.01) *in accordance with* the "enlargement of understanding" component of the C.R.T.C. definition.

Most program-types were rated high on being distinctly different, music-general (mean 4.16) music-traditional (mean 4.14) and live/local (mean 4.08) met the researcher's criteria for accordance. CKUA specific program-types are distinctly different from similar program-types of other radio stations. The panel in response to statement No. 16 (Is the "difference" a positive attribute of ACCESS RADIO programming?) responded overwhelmingly

in the case of music-traditional programs (mean 4.53) and supportingly in the case of music-general (mean 3.94) and talks (mean 3.86).

In response to assessment statements Nos. 17 and 18 which probed the source of this "difference" the panel attributed the difference in music-traditional programs (mean 4.34) and music-general programs (mean 4.07) to content. Presentation was found *marginal* as a contributing source to program distinctiveness.

Assessment statements Nos. 9, 10 and 11 although excluded by the parameters of this study do have some relevance if one interprets the "spoken word" as that of the announcers and broadcasters. The panel's findings show that the "attention-holding" quality of CKUA announcers et al is minimal: news (mean 3.46); music-general (mean 2.89); music-traditional (mean 3.60); live/local (mean 3.39), except for talks (mean 4.11) and these are mainly guest speakers.

In response to "word usage, grammar, pronunciation, etc." all CKUA announcers et al were rated highly, music general (mean 4.02); music-traditional (mean 4.03); live/local (mean 3.91); news (mean 3.79) and talks (mean 4.07).

With regard to "pleasing voice and tone" news (mean 4.09); talks (mean 3.99) and music-traditional (mean 3.98) rated strongly.

PROBLEM 5: ASSESSMENT OF SPECIFIC

PROGRAM-TYPE: PART 2 (SUPPLEMENT STATEMENTS)

NEWS-TYPE PROGRAMS

TABLE 19: STATISTICAL DATA: MEANS
OF RESPONSES TO NEWS SUPPLEMENT
STATEMENTS

STATEMENT	MEAN
Issues and Concerns	3.70
Local Issues	3.78
Provincial Issues	3.84
National Issues	3.89
International Issues	3.80
Different Perspectives	3.76
More Informative	3.86
More Comprehensive	4.00
More Educational	3.87
Informed Opinions	4.09

The above means show that news broadcasts are "more comprehensive" (mean

4.00) and reflect "informed opinions" (mean 4.09) than news broadcasts of other radio stations. Both components met the researcher's criteria for *accordance*. Also, the panel's assessment shows that there was balance in coverage of local (mean 3.78), provincial (mean 3.84), national (mean 3.89), and international (mean 3.80) news events.

In response to the key statement "Are issues of interest and concern to Albertans raised?" the assessment shows a mean of 3.70 which is *marginal* in accordance.

News programs were found as *marginal* in being "more informative" (mean 3.86) and "more educational" (mean 3.87).

In general CKUA news programs reflect good balance in coverage, are comprehensive and the opinions of those commenting on issues are informed.

TALK-TYPE PROGRAMS

Table 20 shows the means of the responses to supplementary statements of the Unit assessing talks, documentaries, reviews, conversation, etc. The Unit found the frequency of broadcasting as *marginal* (mean 3.80). In relation to the ACCESS objective "to raise issues of interest and concern to Albertans" the Unit assessed the programming to be *marginal* (mean 3.44) in meeting this objective.

In response to the four statements categorizing the issues and concerns as being local, provincial, national or international the Unit found that international issues were of highest frequency (mean 4.27), then national (mean 3.80) followed by provincial issues (mean 3.62) and of lowest frequency local issues (mean 3.18). The researcher's interpretation is based on the obvious negative correlation between the low rating (mean 3.44) of accordance

TABLE 20: STATISTICAL DATA: MEANS
OF RESPONSES TO TALKS SUPPLEMENT
STATEMENTS

STATEMENT	MEAN
Broadcast Frequency	3.80
Issues & Concerns	3.44
Local Issues	3.18
Provincial Issues	3.62
National Issues	3.80
International Issues	4.27
Personal Taste	4.01
Organization & Presentation	4.38

with objective #1 (issues of interest and concern to Albertans) and the high frequency of international issues raised (mean 4.27), concluding that international issues may not be of as high priority to Albertans as local, provincial or national issues.

Further, the Unit assessing talk-type programs found that the programs reflected a well developed personal taste or personal opinion (mean 4.01) and that the programs evidenced thoughtful organization and presentation

of material of an original concept or a studied interpretation of known material (mean 4.38). In the researcher's opinion this is commendable.

MUSIC-GENERAL TYPE PROGRAMS

TABLE 21: STATISTICAL DATA: MEANS
OF RESPONSES TO MUSIC-GENERAL
SUPPLEMENT STATEMENTS

STATEMENT	MEAN
Broadcast Frequency	4.09
General Popular	3.05
Rock & Rock Orientated	1.94
Country & Country Orientated	1.41
Folk Orientated	2.14
Jazz Orientated	3.44
Selections Repeated	1.58
Gramophone Format	2.47
Rolling Format	1.65
Foreground Format	3.98
Distinctly Different	4.49

The Unit assessing music-general found that the broadcasting frequency of

this program-type was "fairly much" (mean 4.09) and that the programming reflected a majority of jazz orientated (mean 3.44) and general-popular (mean 3.05) music. Rock and rock orientated, country and country orientated, and folk orientated music was of low frequency, means of 1.94, 1.41, and 2.14 respectively.

The Unit found that selections were seldom repeated (mean 1.58) and that the format was predominantly foreground (mean 3.98) and near accordance. Most revealing was the fact that this type of programming was "distinctly different" (mean 4.49) from music-general programming of other radio stations. The researcher attributes this to the limited use of original artists and to presentation (foreground format).

MUSIC-TRADITIONAL TYPE PROGRAMS

The Unit assessing music-traditional programs found high frequency (mean 4.35) of programming and mainly classic (mean 4.49). Intermittently opera, jazz, folk and operetta musical selections were broadcasted. No non-classic religious music was heard by the Assessment Unit.

Selections were seldom repeated (mean 1.40) and the format predominantly gramophone (mean 4.50).

This programming was assessed as "distinctly different" (mean 4.52) in accordance with the C.R.T.C. definition.

TABLE 22: STATISTICAL DATA: MEANS
OF RESPONSES TO MUSIC-TRADITIONAL
SUPPLEMENT STATEMENTS

STATEMENT	MEAN
Broadcast Frequency	4.35
Classic	4.49
Opera	1.49
Operetta Musical	1.53
Folk	1.60
Jazz	1.10
Non-Classic Religious	1.00
Selections Repeated	1.40
Gramophone Format	4.50
Rolling Format	2.22
Foreground Format	1.90
Distinctly Different	4.52

LIVE/LOCAL TYPE PROGRAMS

TABLE 23: STATISTICAL DATA: MEANS
OF RESPONSES TO LIVE/LOCAL
SUPPLEMENT STATEMENTS

STATEMENT	MEAN
Broadcast Frequency	2.20
Live Basis	1.87
Delayed Tape Basis	3.10
Interests & Concerns	2.82
Reflect Aptitudes	2.35
Reflect Talents	2.62
Reflect Skills	2.38
Knowledgeable Opinions	2.38
Listener Contribution	1.70
Other than Open-line	1.50

Table 23 shows the means of the responses to supplement statements specific to live/local type of programs. Live/local programs were defined as those which provide a "showcase for the aptitudes, talents and skills of Albertans".

The Assessment Unit found the frequency of these programs as "comparative" (mean 2.27) which places live/local programming in the *no accordance* category. The programs broadcasted were on a delayed tape basis mostly (mean 3.10). The Unit found an equal distribution of programs reflecting aptitudes, talents, skills and knowledgeable opinions (means of 2.35, 2.62, 2.38, 2.38 respectively). Programming made little or no provisions for listener contribution (mean 1.70).

SUMMARY OF FINDINGS

The findings in this study are based on the assessments made by a panel of twenty-four persons whose combined efforts resulted in 208 assessments of ACCESS RADIO (CKUA) "programming in general" (184 Interval Assessments and 24 Summation Assessments) and 159 assessments of five specific program types during a probe period of two weeks.

During this time the panel cumulatively monitored 369.75 hours of CKUA programming. This was made up of 435 separate listening intervals, 199 of which were in the morning and 236 in the afternoon (a very equitable distribution). The listening intervals ranged in duration from less than 30 minutes to 180 minutes, an average interval of 51.75 minutes (Appendix E).

A mean of the responses of each panel member was calculated for every assessment statement. This provided the data for a mean of means which represented the panel's assessment of each assessment statement.

A mean of 4.00 or greater met the researcher's criteria for ACCORDANCE, a mean of less than 3.00 for NO ACCORDANCE, and a mean between 3.00 and 4.00

was taken as MARGINAL in accordance.

The established criteria for *accordance* may indeed seem stringent to the reader, however, in view of ACCESS'S mandate for educational programming through the medium of radio and in keeping with the C.R.T.C. definition of such programming one would expect that every aspect of ACCESS RADIO programming would reflect undeniable evidence of an educational mission. This evidence would come about as a consequence of visible educational objectives in all programs broadcasted by ACCESS.

The findings of this study have the limitation of being based on a two week sampling of CKUA programming as some of the objectives assessed are ongoing and some are met by programming overall. The findings do provide the reader with an overview of the extent to which CKUA programming reflects stated criteria.

FINDINGS:

Re ACCESS Statement of Mission

1. ACCESS programming is not conclusively *in accordance with* the statement of mission (overall mean 3.92, Table 15, p. 41). It was found that news programs (mean 3.96, Table 18, p. 53) specifically contribute to the *accordance with* rating of providing learning experiences for the listener. Talks are most contributory in providing a radio service which "expands awareness" (mean 4.34, Table 18, p. 53) and "enlarges one's world" (mean 4.11, Table 18, p. 53).
2. Music programs, particularly music-general type programs are "innovative" (mean 4.05, Table 18, p. 53). This innovativeness is primarily the consequence of content (mean 4.07 and 4.34, Table 18, p. 54), a

"different" kind of music, and not as much a consequence of presentation (mean 3.75 and 3.79) or purpose.

3. The programming in general was not perceived as instructional nor for special purposes but mostly for enrichment.

Re ACCESS Stated Objectives

1. ACCESS RADIO programming did not reflect a high degree of accordance with the stated objective "to provide the widest possible perspective of issues of interest and concern to Albertans" (mean 3.02, Table 16, p. 43). Different perspectives were provided in many instances, news, talks, documentaries and such, however, the issues do not seem to be in tune with the needs of Albertans.
2. It was found that there was *no accordance* (mean 2.96, Table 16, p. 43) between ACCESS RADIO stated objective "to provide a showcase for the aptitudes, talents and skills of Albertans" and CKUA programming.
3. ACCESS programming showed high *accordance with* the ACCESS objective "to provide to all Albertans the riches of the world in music" (mean 4.04, Table 16, p. 43).
4. ACCESS RADIO broadcasters were found to have a high quality of word usage (mean 4.29), pleasing voice and tone (mean 4.04) and easily understood (mean 4.33). Their attention-holding capacity was *marginal* (mean 3.67, Table 18, p. 53).

Re C.R.T.C. Definition and A.E.C.A. Guideline

1. ACCESS RADIO programming is marginal in "furnishing the listener with

continuity of learning aimed at acquisition or improvement of knowledge (mean 3.76, Table 17, p. 47) and the enlargement of understanding (mean 3.80).

2. ACCESS RADIO programming is "distinctly different" from programming of other radio stations (mean 4.31, Table 17, p. 47). This difference is positive (mean 3.82) and attributed to content mostly (mean 4.23, Table 17, p. 47) and not so much presentation (mean 3.71) or purpose (mean 3.72).
3. ACCESS RADIO programming provided limited information about available courses in continuing education (mean 3.21) nor did the programming evidence broadcasting of special educational events (mean 3.40).

Chapter 6

RECOMMENDATIONS

In formulating the recommendations which follow, the researcher kept in mind foremost the findings of this study and the emending direction ACCESS RADIO programming would need to take so as to be in accordance with the ACCESS statement of mission and stated objectives, the C.R.T.C. definition of educational programming and the A.E.C.A. guideline.

The researcher recommends that:

1. The Alberta Educational Communications Corporation reexamine its programming priorities ~~for~~ ACCESS RADIO with purpose to increase the broadcasting of programs which provide learning experiences emphasizing the acquisition of knowledge and the improvement of knowledge, (spoken word), and decrease the broadcasting of programs presently providing for enrichment (music traditional programs specifically). *modify programming*
2. ACCESS reexamine ACCESS RADIO programming with purpose to *introduce into* increase programming ~~which is~~ instructional, that is, programming which reflects an educational mission as a consequence of programs structured and designed to meet specific educational objectives. *These prog. could be covered by auxiliary materials.*
3. ~~ACCESS RADIO programming reflect more sensitivity to issues of interest and concern to Albertans.~~
- ✓ 4. ACCESS RADIO programming reflect a greater emphasis on local and provincial issues of interest and concern.
- ✓ 5. ACCESS RADIO programming structured and designed to provide *an outlet for the development of an opportunity* a showcase for the aptitudes, talents and skills of Albertans. *in music and the spoken word be greatly increased. to not only provide a show case but to develop*
- ✓ 6. ACCESS RADIO programming which provides an "information service" about available *programs* programs, courses and activities in continuing education *be increased.* *the prog + services small ones*
- ✓ 7. ACCESS RADIO programming which presents special educational events, local and provincial, be increased and integrated as a feature of CKUA's programming schedule.

- word
very all see
page.*
8. ACCESS RADIO programming reflect regularly scheduled time slots for internal promotion of upcoming program highlights in addition to those presently provided. 7
 9. ACCESS intensify external promotion of ACCESS RADIO programming with the object of making more Albertans aware of ACCESS's radio service.
 10. ACCESS RADIO early morning programming predominantly feature music-general offerings cut by surveillance material.
 11. The Alberta Educational Communications Authority evaluate News, Talks and Live/Local programs in terms of educational objectives.

APPENDIX A

QUESTIONNAIRES

(Interval, Summation Questionnaires &
Specific Program-type Supplements)

ASSESSMENT OF ACCESS RADIO PROGRAMMING IN GENERAL

INTERVAL QUESTIONNAIRE (Golden Rod)

Assessment Interval # _____

Code # _____

DIRECTIONS:

In completing this questionnaire base your assessment of ACCESS RADIO programming on the two-hour listening interval you have just completed. Use a check mark (✓) in each column to indicate your response regarding each statement below.

1. In general, ACCESS RADIO programming provides learning experiences for the listener.
2. ACCESS RADIO provides the listener with an innovative radio service.
3. The learning experiences provided by ACCESS RADIO programming are structured and designed to:
 - a) expand the listeners' awareness
 - b) diversify the listeners' interests
 - c) enlarge the listeners' world
4. The learning experiences considered in Question #3 were structured and designed mainly for:
 - a) instructional purposes (information giving, teaching).
 - b) special purposes (directed to meet some specific need or issue, etc.).
 - c) enrichment purposes (directed to expand the listeners' perceptions and understanding).

A great deal	Fairly much	To some degree	Comparatively	Not at all
5	4	3	2	1

5	4	3	2	1

5	4	3	2	1

INTERVAL QUESTIONNAIRE (Golden Rod)

A great deal	Fairly much	To some degree	Comparatively	Not at all
5	4	3	2	1

5. During this listening interval of ACCESS RADIO programming issues of interest and concern specific to Albertans were raised.

6. The 'spoken word' of the broadcasters, announcers, or commentators was:

- a) of high 'attention-holding' capacity
- b) of high quality as to word usage, grammar, pronunciation, etc.
- c) of pleasing voice and tone
- d) easily understood

5	4	3	2	1

7. In general the programming of ACCESS RADIO is designed to provide a continuity of learning aimed at:

- a) the acquisition or improvement of knowledge.
- b) the enlargement of understanding of the listener.

5	4	3	2	1

8. ACCESS RADIO programming is "distinctly different" from programming of other radio stations.

9. This difference in programming is attributed to:

- a) the content of the programs
- b) the way the programs are presented
- c) the purpose for which the programs were designed.

5	4	3	2	1

ASSESSMENT OF ACCESS RADIO PROGRAMMING IN GENERAL

SUMMATION QUESTIONNAIRE (Blue)

Code # _____

DIRECTIONS:

In completing this questionnaire try to base your assessment on your listening experience of twenty hours. Please feel free to cite specific examples and make comments on as many statements as you wish. Place a check mark (✓) in each column to indicate your response regarding each statement.

A great deal	Fairly much	To some degree	Comparatively	Not at all
5	4	3	2	1

1. ACCESS RADIO gives Albertans access to learning experiences.

Example(s) and Comments:

2. ACCESS RADIO provides Albertans with an innovative radio service.

--	--	--	--	--

3. ACCESS RADIO provides Albertans with programming which:

- i) expands their awareness
- ii) diversifies their interest
- iii) enlarges their world

4. ACCESS RADIO provides a wide expression of different perspectives on issues of interest and concerns to Albertans.

--	--	--	--	--

5. ACCESS RADIO provides a showcase for aptitudes, talents and skills of Albertans.

--	--	--	--	--

SUMMATION QUESTIONNAIRE (Blue)

A great deal	Fairly much	To some degree	Comparatively	Not at all
5	4	3	2	1

6. ACCESS RADIO brings to Albertans the riches of the world in:

- a) music
- b) spoken word (non-music programming)

7. ACCESS RADIO furnishes a continuity of learning opportunity aimed at the acquisition or improvement of knowledge or the enlargement of understanding of its audience members.

--	--	--	--	--

8. ACCESS RADIO provides Albertans with programming that is distinctively different from general broadcasting available on the public or private radio stations.

5	4	3	2	1

9. ACCESS RADIO provides information on various courses of instruction available to the listener for the purpose of improving self or training self.

--	--	--	--	--

10. ACCESS RADIO provides for broadcasting special educational events for educational systems.

--	--	--	--	--

SUMMATION QUESTIONNAIRE (Blue)

11. ACCESS RADIO programming evidences a distinctly:

- i) local content
- ii) provincial content
- iii) Canadian content

12. ACCESS RADIO programming evidences an educational mission.

13. ACCESS RADIO programming demands much closer attention from their audience than other radio stations.

14. ACCESS RADIO programming caters to the needs of listeners who:

- i) work unusual hours
- ii) are at home
- iii) are students
- iv) are persons in retirement
- v) are at leisure
- vi) seek a more involved listening experience

15. General comments regarding any aspect of the study.

A great deal	Fairly much	To some degree	Comparatively	Not at all
5	4	3	2	1

--	--	--	--	--

--	--	--	--	--

EVALUATION OF SPECIFIC PROGRAM-TYPES OF ACCESS RADIO

INTERVAL QUESTIONNAIRE (Green)

Code # _____

Evaluation Interval _____

Program-Type _____

DIRECTIONS:

In completing this questionnaire base your assessment on the program(s) you monitored in the one hour interval just completed. Use a check mark (✓) in each column to indicate your response to each statement in the General Section and each statement in the Supplement.

GENERAL SECTION:

1. The program(s) provided a learning experience.
2. The program(s) was different in structure and design (innovative) from programming of other AM radio stations.
3. The program(s) was structured and designed to:
 - a) expand the listeners' awareness.
 - b) diversify the listeners' interests.
 - c) enlarge the listeners' world
4. The program(s) was structured and designed mainly for:
 - a) instructional purposes (information giving, teaching).
 - b) special purposes (directed to meet some specific need or issue).
 - c) enrichment purposes (directed to expand the listeners' perceptions and understanding).

A great deal	Fairly much	To some degree	Comparatively	Not at all
--------------	-------------	----------------	---------------	------------

5	4	3	2	1

INTERVAL QUESTIONNAIRE

A great deal	Fairly much	To some degree	Comparatively	Not at all
5	4	3	2	1

The 'spoken word' of the broadcasters, announcers or commentators in the program(s) was:

- a) of high 'attention-holding' capacity
- b) of high quality as to word usage, grammar, pronunciation, etc.
- c) of pleasing voice and tone
- d) easily understood

The program(s) was designed to provide a continuity of learning opportunities aimed at:

- a) the acquisition or improvement of knowledge
- b) the enlargement of understanding of the listener

5	4	3	2	1

The program(s) was distinct different from similar programs of other radio stations.

The difference was a positive attribute of the ACCESS RADIO program(s).

The difference in the ACCESS RADIO program(s) is attributed to:

- a) the content of the program(s)
- b) the way the program(s) was presented
- c) the purpose for which the program(s) was designed.

SUPPLEMENT STATEMENTS

SPECIFIC PROGRAM QUESTIONNAIRES

SUPPLEMENT: (NEWS PROGRAMS)

(News shorts, news magazine,
news reviews and news commentaries.)

A great deal	Fairly much	To some degree	Comparatively	Not at all
5	4	3	2	1

10. ACCESS RADIO news broadcasts raise issues of interest and concern specific to Albertans.

11. These issues are:

- i) local ones
- ii) provincial ones
- iii) national ones
- iv) international ones.

12. ACCESS RADIO news broadcasts present different perspectives of the issues raised.

13. ACCESS RADIO news broadcasts are generally:

- i) more informative (provide the listener with more newsworthy events).
- ii) more comprehensive (provide the listener with an "in-depth" coverage of news events).
- iii) more educational than newscasts of other radio stations (thorough preparation) than news broadcasts of other radio stations.

5	4	3	2	1

14. ACCESS RADIO news broadcasts reflect informed opinions on matters of public concern in the areas of life and human endeavour in the arts, business, labour, science, medicine, etc.

SUPPLEMENT: (TALKS)

(talks, documentaries,
reports, interviews, etc.)

A great deal	Fairly much	To some degree	Comparatively	Not at all
5	4	3	2	1

10. This program-type is transmitted.

11. The program(s) raise issues of interest and concern specific to Albertans.

12. The concerns raised are of:

- a) local issue
- b) provincial issue
- c) national issue
- d) international issue

5	4	3	2	1

13. The program(s) reflect a well developed personal taste or personal opinion.

14. The program(s) evidences thoughtful organization and presentation of material of an original concept or a studied interpretation of known material.

SUPPLEMENT: (MUSIC GENERAL)

(general popular, rock and rock orientated, folk orientated, jazz orientated)

A great deal	Fairly much	To some degree	Comparatively	Not at all
5	4	3	2	1

10. Music that fits this category is evidenced on ACCESS RADIO.

11. The music broadcast is:

- i) general popular
- ii) rock and rock orientated
- iii) country and country orientated
- iv) folk orientated
- c) jazz orientated

12. Selections are repeated.

13. The music is presented in a

- a) gramophone format
- b) rolling format
- c) foreground format

5	4	3	2	1

14. The music is distinctively different from music broadcast by other AM stations.

SUPPLEMENT: (LIVE/LOCAL)

(showcase type programs,
aptitudes, talents and skills)

A great deal	Fairly much	To some degree	Comparatively	Not at all
5	4	3	2	1

10. Live/Local events are transmitted.

11. Events transmitted are:

- i) on a live bases
- ii) on a tape delayed basis

12. Events are selected by the broadcaster because they :

- i) are of interest and concern to Albertans.
- ii) reflect aptitudes of Albertans.
- iii) reflect talents of Albertans.
- iv) reflect skills of Albertans.
- v) reflect knowledgeable opinions of Albertans.

5	4	3	2	1

13. ACCESS RADIO provides a method of local listener contribution.

14. The method of local listener contribution is within a more structured program format than open-line programming.

APPENDIX B

ACCESS RADIO (CKUA) SPRING
PROGRAM SCHEDULE

SPRING 1975

DAILY PROGRAMS MONDAY-FRIDAY

HOST/REPORTER

NEWS: (1)

0630, 0655, 0730, 0755, 0830, 0855, 0955,
1200, 1500, 1655, 1730, 2200, 2355.

SPORTS: (1)

0705, 0805, 1230, 2355.

0600 THE EYEOPENER: (3) (4)

Mostly music with Alberta Anecdote Monday,
Wednesday, Friday and Commentary Tuesday
and Thursday at 0715.

Larry Donovan
Lesley Black
Bob Cummings
Dorothy Dahlgren
June Sheppard -
(Edmonton Journal)

0900 CONCERT AT NINE: (4)

Morning concert hour.

Tony Dillon-Davis

1000 SHANK OF THE MORNING: (4)

Music continues.

Tony Dillon-Davis
Bob Cummings
Andy Smith

1200 NEWS MAGAZINE: (1)

An indepth half-hour of news, commentaries
and interviews.

1240 CALL OF THE LAND:

From the Alberta Department of Agriculture,
reports on food growing, processing and
marketing.

Jack Howell

1250 CUE: (4)

A little music with highlights of CKUA's
program schedule.

Tony Dillon-Davis

1300 CONCERT AT ONE: (4)

Two-hour concert of music from the classics.

Tony Dillon-Davis

1500 NEWS MAGAZINE: (1)

An indepth half-hour of news, commentaries
and interviews.

Andy Smith

1530 MATINEE: (3,4)

A diversity of music.

Bill Coull

1730 NEWS MAGAZINE: (1)

An indepth half-hours of news, commentaries
and interviews.

Don Gillis

1800 CANDELLIGHT & SILVER: (3,4)

Music to accompany dining.

Bill Coull

1845 THE MUSIC HOUR: (4)

From the U of A Dept. of Music, an hour of
Music from the classics.

Don McLean

2200 NEWS MAGAZINE: (1)

An indepth half-hour of news, commentaries
and interviews.

Don Gillis

2300	THE JAZZ SHOW: (4)	Jazz music.	Sev Sabourin
2400	STILL OF THE NIGHT: (4)	Concerto of music from the classics,	Sev Sabourin

WEEKLY PROGRAMS

MONDAY

1130	JUST A MINUTE: (2)	Speaking extemporaneously.	
1700	FILM REVIEW: (2)	The cinema in critical review.	Stephen Scobie Bill Beard
1945	MAN AND MOLECULES: (2)	Documentaries of chemical research.	
2000	MUSIC AND MEWS: (4)	Discussion of music.	John Barnum
2100	THE DEKOVEN CONCERT: (4)	Baroque music, or barococo as Dekoven defines it.	Dekoven

TUESDAY

1130	TALKING ABOUT BOOKS: (2)	Conversations with authors, reviews of their latest works and news of literary events.	Dorothy Dahlgren
1945	TRANSATLANTIC: News & Information	Radio Magazine from Britain.	
2000	PERSPECTIVE: Documentary, Conversation	Exploration of a diversity of concerns.	
2100	STUDS TERKEL: Interview	Provocative interviews with authors and performers.	Studs Terkel
2230	THE ACME SAUSAGE COMPANY: (3)	CKUA productions featuring music and musicians.	

WEDNESDAY

1945	MAN AND MOLECULES: (2)	Documentaries from the American Chemical Society.	
2000	BOSTON SYMPHONY CONCERT: (4)	The renowned BSO recorded in concert.	
2230	FIVE SENSES OF MAN: (Documentary)	Scientists and laymen deal with the differences of development between the senses of man and those of the animal world.	

THURSDAY

1130	CONSUMER SCENE:	Comparison information, tips for consumers.	Dorothy Dahlgren
1945	SCOPE: (Documentary)	United Nations magazine.	
2000	THEATRE 60: (Drama)	Dramatizations for radio.	
2100	MATT HEDLEY PRESENTS: (4)	Music from the extensive record collection of the former Albertan.	Matt Hedley
2230	DATELINE: (Documentary)	Reports from Britain.	

FRIDAY

1130	TALKING ABOUT THEATRE:	Aspects of theatre discussed.	John Rivet
1700	FILM BILLBOARD:	Current film fare.	Stephen Scobie Bill Beard
1945	MAN AND MOLECULES: (2)	Reports of chemical research.	
2000	PHILADELPHIA ORCHESTRA: (4)	Programs of the Philadelphia Orchestra.	
2230	VOX: (3)	Exploration of the traditions and styles of vocal music.	Beverley Ross

SATURDAY

NEWS:	0630, 0655, 0755, 0855, 1000, 1200, 1600, 1830.	Don McLean Joe Stott
SPORTS:	0800, 1200, 1830	

0600	SATURDAY MORNING CONCERT: (4)	Music from the classics for early risers.	Jay Smith
------	-------------------------------	---	-----------

0900	NEW DIMENSIONS OF EDUCATION: (2)	Discussions on new techniques and approaches to education.	
0930	FROM THE BBC:	Programs from the BBC transcription services.	
1010	DEBATE '75: (2)	Talks and panel discussions from local conferences and seminars.	
1100	SHOWTIME: (3)	Selections from music theatre.	Murray Davis
1215	NATCH'L BLUES: (3)	The blues performer and the blues idiom.	Holger Petersen
1300	THE TASTE: (4)	Jazz.	Bill Coull
1500	MAINSTREAM PLUS: (4)	Jazz theme continues.	Bill Coull Kellogg Wilson
1605	POST-MODERN MUSIC: (4)	The avant-garde in music.	Marc Vasey
1700	FANTASIA: 4 (50%), poetry (50%)	The world of poetry and music.	John Karvelas
1730	CANDLELIGHT & SILVER: (4)	Music to accompany dining.	Holger Petersen
1845	CONCERT ENCORES: (4)	Great moments of the concert hall.	Don McLean
1945	JAZZ INTERACTIONS: (4)	Jazz, with conversation.	Marc Vasey
2100	H. P. SAUCE: (3)	Contemporary music with conversation.	Holger Petersen
2200	CANADA FANCY: (3)	Significant Canadian contemporary music.	Steve Boddington
2230	BEAT THE HEAT OF THE NIGHT: (3)	Assorted rock.	George Vaitkunas
SUNDAY			
NEWS:		0700, 0800, 0900, 1200, 1830, 2200.	Joe Stott
SPORTS:		1200, 1830, 2200.	Don McLean
0600	SUNDAY BREAKFAST: (4)	Music from the classics.	Joe Stott

0830	CLASSICAL SHOWCASE: (4)	Programs from Deutsche Welle.	
0910	INSIGHT: (Conversation)	Analyses of events and issues in the news.	Harry Midgley
0920	THIS IS WHERE IT HAPPENED:	Stories of Alberta.	Dorothy Dahlgren
0930	CHILDREN'S STORY TIME: (3)	A tale or two to stir any imagination.	Jay Smith
1000	WEEKEND NEWS REVIEW: (Conversation)	Highlights of major events in the week's news.	Joe Stott
1030	LADY, IF YOU WILL: (Documentary)	Focus on women and their contribution to the world scene.	Bev Ross Sharon Batt
1100	THE PROVINCE IN PRINT: (1)	Review of editorial comment from Alberta daily newspapers.	Don Mclean Joe Stott
1115	THE OLD DISC JOCKEY: (3)	Music from the big-band era.	Jack Hagerman
1215	YOUR WORLD: (1)	Reports on subjects of world concern.	
1230	OLD COUNTRY MELODIES: (3)	Each week music from a different part of the British Isles.	
1300	SOMETHING FOR A SUNDAY AFTERNOON: (3,4)	A mix of musics.	Marc Vasey
1520	THE NATIVE VOICE: (Documentary)	A public exchange of information to Native people, from the Alberta Native Communications Society.	
1620	POLISH PROGRAM: (3)	Directed to Polish-speaking people (alternates each week with the Danish Program).	
1640	UKRAINIAN PROGRAM: (3)	Directed to Ukrainian-speaking people (alternates each week with the Norwegian Program).	
1700	ITALIAN PROGRAM: (3)	Directed to Italian-speaking people (alternates each week with the Swedish Program).	
1720	Panorama: News (1)	News of cultural events from around the world (alternates each week with the Hungarian Program).	

1740	CANDLELIGHT & SILVER: (4)	Music to accompany dining.	Holger Petersen
1845	SPEAKER OF THE WEEK: (2)	Prominent speakers taped in Edmonton,	Andy Smith
1930	MY WORD:	Panel game from the BBC.	
2000	CONTINENTAL MUSICAL: (3)	Popular music from Continental Europe.	Gaby Haas
2100	GOONS AND BUFFOONS:	<u>Comedy</u> off-the-record and occasionally the insanities of the original Goons.	Andy Smith
2130	PICKIN' UP THE PIECES: (3)	Traditional and contemporary music.	Holger Petersen

APPENDIX C

PANEL MEMBER DATA SHEET

ACCESS RADIO (CKUA) STUDY

PANEL MEMBER DATA SHEET

Confidential Code # _____

Name: _____ Sex (circle) M or F

Addresses:

Residence: _____ Postal Code _____ Tel. _____

Business: _____ Postal Code _____ Tel. _____

PLEASE INDICATE BY CHECK MARK APPLICABLE RESPONSE IN EACH SUB-HEADING.

1. Formal Education:

☐ i) Grade School

☐ ii) High School

☐ iii) Post Secondary

2. Age Category

☐ i) 18-27

☐ ii) 28-37

☐ iii) 38-47

☐ iv) 48-57

☐ v) 58+

3. Occupation:

☐ i) _____

☐ ii) Housewife

☐ iii) Farmer

☐ iv) Labourer

☐ v) Clerical

☐ vi) Sales

☐ vii) Managerial Administration

☐ viii) Professional

☐ ix Other (specify) _____

4. RADIO LISTENING HABIT:

Please indicate your "radio listening" habit by placing a check mark in the box corresponding to the response which best describes it.

a) NON-ACCESS RADIO (CKUA) LISTENER

☐

i) seldom listen

☐

ii) occasionally listen

☐

iii) frequently listen

☐

iv) regularly listen

b) ACCESS RADIO (CKUA) LISTENER

☐

i) seldom listen

☐

ii) occasionally listen

☐

iii) frequently listen

☐

iv) regularly listen

5. LISTENING TIME:

An approximation of the average amount of time you listen to the radio daily is:

I listen to radio

hours per day

6. REASON(S) FOR LISTENING:

Below are some commonly cited reasons for listening to radio programming RANK ORDER those which apply to you by placing the digit 1 in front of the reason which most applies; 2 in front of the reason which secondly applies, and so on.

()

i) Radio provides a source of entertainment.

()

ii) Radio provides a 'background' for my activities.

()

iii) Radio is a relaxant.

()

iv) Radio provides me with specific information I want.

()

v) Radio adds new knowledge to my present repertoire of knowledge.

()

vi) Other(s) (specify) _____

7. RADIO PROGRAM PREFERENCES:

Below is a list of nine different radio programs. Using the boxes in the LEFT HAND COLUMN, RANK the program-types in order of your preference using the digit 1 for your first preference; 2 for your second preference, and so on.

- | | |
|--------------------------|--|
| ☐ | i) Newscast |
| ☐ | ii) News commentaries, interviews, talks, etc. |
| ☐ | iii) Weather reports |
| ☐ | iv) Sportcasts |
| ☐ | v) Marketing and/or Consumer Reports |
| ☐ | vi) Open-line or Talk-back programs |
| ☐ | vii) Ethnic orientated programs (French, Ukrainian, etc.) |
| ☐ | viii) Concert-type music (classical, jazz, etc.) |
| ☐ | ix) Contemporary-type music (off-the-charts, popular, country and Western) |
| ☐ | x) Others (specify). _____ |
| | _____ |

APPENDIX D

ORIENTATION OF ASSESSMENT PANEL

(Letters, agendas, resource material
and guidelines to panel members)



EDUCATIONAL
COMMUNICATIONS AUTHORITY

Telex 037-347

Executive Building

10105 - 109 Street

Edmonton, Alberta, Canada

T5J 2V1

May 20, 1975

Dear

On behalf of the Alberta Educational Communications Authority I wish to thank you for volunteering your time and energies in assisting Mr. R. Zapisocki with his assessment of educational programming on ACCESS RADIO CKUA.

As you are probably aware CKUA is now operated by the Alberta Educational Communications Corporation (ACCESS) established in 1973 by the Alberta Legislature. The Educational Communications Authority functions under the two departments of education. My office acts as a link between the Government and ACCESS. One of our functions is to assess what ACCESS is doing and this is why we have asked you to help us.

Mr. Zapisocki's confidence in selecting you as one of our panel is indeed shared by the Authority and we trust that the collective input of the panel and subsequent findings will enable better decisions to be made with regard to future educational programming.

Both Mr. Zapisocki and I are looking forward to meeting you personally at one of the two orientation sessions as per attached. At that time the full extent of your commitment as a member of the panel will be detailed.

Yours truly,

Richard A. Morton
Director

Encl.

Re: Schedule of Orientation Sessions For
ACCESS RADIO Study Panel Members

Two orientation sessions have been scheduled; one on Tuesday evening, May 27 at 8:00 p.m.; and the other on Wednesday afternoon, May 28 at 2:30 p.m. It is your choice as to which session you attend.

Since details regarding: purposes of research; assessment techniques; and assessment procedures will be the products of these sessions it is imperative that all panel members attend. Please phone in your choice of session on or before Monday, May 26 to Mrs. R. Magee at 427-4918. We would appreciate knowing in advance the number we can expect at each session.

Parking Facilities:

Tuesday's Session - Devonian Building Parking Lot
111 Street and Jasper Avenue (North)

Wednesday's Session - CPR Parking Lot
Corner of 109 Street and Jasper Avenue -
two short blocks east of the Edwards Bldg.

Parking passes will be available at the meeting.

Sessions will be held in Room 502
Edwards Professional Building
10053 - 111 Street
Edmonton

Sessions:

TUESDAY, May 27 (8:00 - 9:30 p.m.)

WEDNESDAY, May 28 (2:00 - 3:30 p.m.)

A G E N D A

ACCESS RADIO ASSESSMENT

ORIENTATION SESSION FOR PANEL MEMBERS

1. Introductions and Welcome
2. Background - R.A. Morton, Director
Alberta Educational Communications Authority
3. The Assessment Model
4. Objectives of ACCESS RADIO (Frame of Reference)
5. C.R.T.C. Definition (Frame of Reference and Notes re C.R.T.C. Definition)
6. Guidelines to Panel Members -
 - a) Probe Period (June 1 to June 14)
 - b) Keeping a Record of Listening Time
 - c) Assessment Instruments;
 - 1) Programming in General (Golden Rod)
 - 2) Evaluation of Specific Program-Types (Green)
 - 3) Summation Questionnaire (Blue)
7. Other Considerations.

INFORMATION TO PANEL MEMBERS

RE ASSESSMENT OF ACCESS RADIO (CKUA)

JUNE, 1975

II. FRAME OF REFERENCE

A. ASSESSMENT PROBLEM ONE:

ACCESS statement of mission reads:

"To give Albertans access to the learning experience through an innovative radio service structured and designed to expand their awareness, diversify their interests and enlarge their world."

B. ASSESSMENT PROBLEM TWO:

Objective #1

"To give the widest possible expression of different perspectives on issues of interest and concern to Albertans."

Objective #2

"To provide a showcase for the aptitudes, talents and skills of Albertans."

Objective #3

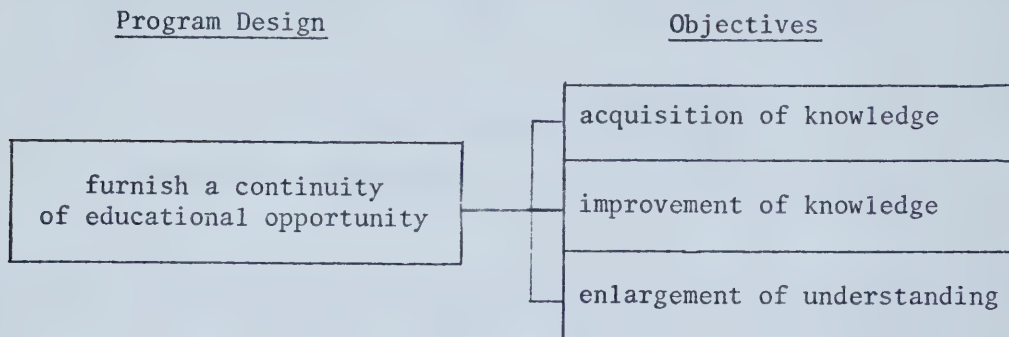
"To bring to all Albertans the riches of the world in music and spoken word."

C. ASSESSMENT PROBLEM THREE:

Canadian Radio-Television Commission definition of educational broadcasting.

"]. programming designed to be presented in such a context as to provide a continuity of learning opportunity aimed at the acquisition or improvement of knowledge or the enlargement of understanding of members of the audience to whom such programming is directed and under circumstances such that the acquisition or improvement of such knowledge or the enlargement of such understanding is subject to supervision or assessment by the provincial authority by any appropriate means;"

This problem addresses the objectives of program design as specified by the C.R.T.C. definition of educational broadcasting.



D. ASSESSMENT PROBLEM FOUR:

Provision of C.R.T.C. Definition:

"The intention of the above provision is to ensure that such programming, taken as a whole, shall be designed to furnish educational opportunities and shall be 'distinctly different' from general broadcasting available on the public or private channels."

E. ASSESSMENT PROBLEM FIVE:

To assess the extent to which FIVE specific program types of ACCESS Radio (CKUA) are in accordance with:

- i) ACCESS statement of mission
- ii) ACCESS stated objectives
- iii) C.R.T.C. definition of educational broadcasting

F. ASSESSMENT PROBLEM SIX:

To assess the extent to which ACCESS Radio (CKUA) programming provides the listener with information on available courses of instruction.

"programming providing information on the available courses of instruction or involving the broadcasting of special educational events within the educational system." (C.R.T.C. definition)

G. ASSESSMENT PROBLEM SEVEN:

To assess the extent to which ACCESS Radio (CKUA) provides for broadcasting special educational events for educational systems.

III. NOTES RE C.R.T.C. DEFINITION

ENSURING THAT FM SERVICE IS DISTINCT FROM AM SERVICE

With the advent of television, Canadian radio, with the principal exception of the CBC, drastically reduced "foreground" programming, that is, programming requiring active attention on the part of the audience. It was assumed that the vast majority of the radio audience is "on the go" and that people listen sporadically, using radio as background for other activities.

The Commission's primary objective for radio programming is therefore to make it more diverse in both form and content and more responsive to a greater variety of listening needs, audience lifestyles and community interests, in order that it may provide what one commentator has called "islands" in the sea of recordings".

The Commission's policy proposal dated April 19, 1973 stated that radio which basically reacts to and reinforces our immediate tastes and needs should be supplemented by radio which actively expands the horizons of our knowledge and extends our interest and appreciation to new forms of entertainment, enlightenment, and information. The proposal also spoke of a kind of radio which would try to anticipate our tastes, deepen our interests, activate our imaginations, and develop knowledge and appreciation of our spoken and musical heritage. To accomplish this will require a reorientation and extension of content and format in radio broadcasting.

Distinctiveness of FM Programming - "Foreground" Programming -

"Foreground" programming, or the type of programming that demands much closer attention from its audience, caters to the needs of listeners who work unusual hours or are at home, students, people in retirement or at leisure or those who seek a more involved listening experience.

A program of this type can be described as a significant period of time reserved for the presentation of material with an essential unity of content or form. Areas of concern, range of content, and editorial policy must be clearly identifiable.

Classification of Program Format.

For the purposes of its "foreground format" regulation, the Commission has defined four kinds of program formats: "gramophone format", "rolling format", "foreground format" and "mosaic format". Each format may be briefly described as follows:

GRAMOPHONE FORMAT. This format consists of the presentation of musical compositions without any discussion by an announcer of the nature or quality of the music. In other words, music is presented with nothing more than label information - for example, the name of the composition and the name of the writer or performer.

ROLLING FORMAT. This format is the same as gramophone format except that it is also characterized by the presentation of so-called "surveillance material", such as, time and weather announcements, made at frequent intervals.

FOREGROUND FORMAT. This format is characterized by the presentation of one particular theme, subject or personality for at least fifteen minutes without interruption by unrelated matter except station or program announcements or advertising material. It is also defined to exclude any programming in a gramophone format or in a rolling format.

MOSAIC FORMAT. This means any other kind of format of presentation of program material.

Examples of "Foreground Format". The "foreground format" regulation does not require FM stations to devote specified periods of time to any particular subject or topic. What is required is that the subject or topic chosen by the broadcaster be dealt with at more length, with more care and with more thorough preparation than is common in present AM formats. The following list provides examples of five types of programs which would qualify as "foreground format" under the regulation.

THEME PROGRAMS - in which existing material is selected and arranged for broadcast with a significant amount of commentary or explanation.

- . recordings of an individual group, artist or composer
- . recorded music devoted to the various forms of a particular music genre (religious, jazz, classical)
- . news supplementation utilizing wire-service copy in a specific subject area (business, labour, medicine, science, agriculture)
- . lengthy, prepared interviews

EVENT COVERAGE PROGRAMS - in which local events are transmitted at length on either a live or tape delayed basis:

- . city council meetings
- . a seminar or symposium
- . public discussion of a controversial matter such as a land-zoning proposal or a new structure of municipal government
- . local sports events with descriptive commentary

STAGED PRESENTATION PROGRAMS - in which the station broadcasts events of a cultural or entertainment nature:

- . musical concerts (symphonic, folk, country, rock)
- . a drama, intended or adapted for radio broadcast
- . a community festival, fair or celebration

MAGAZINE PROGRAMS - programs of selection, in which various kinds of subject matter, with an overall purpose of reflecting a developed personal taste or personal opinion, are presented:

- . reviews of recent events, criticism or editorial comment
- . background information on matters of interest to the consumer, with an emphasis on comparative or investigative reporting and follow-up of consumer complaints
- . recordings of verbal or musical material of various artists or genres, integrated through the personal commentary of the program host

STRUCTURED PROGRAMS - in which there is thoughtful preparation, organization and presentation of material in a complex structure having intrinsic coherence and including the representation of an original concept or a studied interpretation of known material:

- . the treatment of specific community problems, in an area such as housing, industrial development, employment or environmental protection
- . a profile or "personality documentary" on a group or individual artist, combining biographical material and musical selections
- . folklore of native or ethnic peoples, or of the locality, through story, song and historical accounts. 2

IV GUIDELINES TO PANEL MEMBERS

A. KEEPING RECORDS:

Use the Listening Time Record Form to keep a log of your "listening time" to ACCESS RADIO. Your entries will tell you exactly when an assessment of "programming in general" or an "evaluation of a specific program-type" is required.

Further, an accurate record of your "listening time" will provide the researcher with information about:

- i) date and time of your listening to ACCESS RADIO.
- ii) the duration of your "listening interval".
- iii) instances of "specific program-type" monitoring.
- iv) exact time a "general assessment" was made.
- v) exact time an "evaluation of specific program-type" was made.

Lastly, it will tell you when you have completed twenty hours of listening to ACCESS RADIO.

B. ASSESSMENT OF ACCESS RADIO PROGRAMMING IN GENERAL:

INTERVAL QUESTIONNAIRE (Golden Rod)

As soon as you reach the 120-minute plateau of accumulative listening time make an assessment of ACCESS RADIO programming in general. Repeat the assessment on completion of every two hours of accumulative listening time to ACCESS RADIO. In the twenty hours of listening time you will have made ten assessments of ACCESS RADIO programming in general.

C. EVALUATION OF ACCESS RADIO SPECIFIC PROGRAM-TYPE:

INTERVAL QUESTIONNAIRE (Green)

On each occasion you accumulate 60 minutes of specific "program-type" monitoring do an evaluation of the program(s) you listened to during that interval by completing a GREEN Interval Questionnaire. During the course of ten hours of listening to a specific program-type you will have made ten evaluations.

D. SUMMATION QUESTIONNAIRE (Blue)

At the conclusion of twenty hours of listening make a final assessment of ACCESS RADIO "programming in general" by completing the BLUE Summation Questionnaire.

E. RETURN OF QUESTIONNAIRES:

On or before Monday, June 16, each panel member will return to the Alberta Educational Communications Authority by mail or carrier the following:

- i) 10 assessments of "programming in general" (Golden Rod)
- ii) 10 evaluations of a specific "program-type" (Green)
- iii) 1 completed Summation Questionnaire (Blue)
- iv) Your Listening Time Record



EDUCATIONAL
COMMUNICATIONS AUTHORITY

Telex 037-3406
Executive Building
10105 - 109 Street
Edmonton, Alberta, Canada
T5J 2V2

June 12, 1975

Panel Members
ACCESS Radio Study

Dear Panel Member:

The enclosed envelope will provide the means for returning your assessments of CKUA Radio to me. Be sure to include

- i) General Assessment Questionnaires (golden rod)
- ii) Specific Evaluation Questionnaires (green)
- iii) Summation Questionnaire (blue)
- iv) Your Listening Record Sheets (white)
- v) Panel Member Data Sheet (some have already been received).

If you encountered some difficulty in completing the task as a consequence of the time lines imposed or the lack of specific program-type broadcasting by CKUA, rest assured that I am appreciative of your efforts. This was not an easy task for many and further, any assessments you have made will be of great value to us. Please mail all the questionnaires you completed in the two-week probe no later than Monday, June 16.

You are invited to attend a "Coffee Party" in your honor to be held on the evening of Monday, June 23 starting at 8:00 p.m. on the fifth floor of the Edwards' Professional Centre.

This informal setting will provide an opportunity to renew acquaintances, share your listening experience with other panel members and provide firsthand feedback to the undersigned. In the event you will not be attending the "Coffee Party" may I take this opportunity to personally thank you for volunteering your help in assessing ACCESS Radio (CKUA). I am hopeful that our collective effort will further the cause of effective educational programming.

Yours respectfully,

Ronald S. Zapisocki

Encl.

APPENDIX E

LISTENING TIME RECORD SHEET

AND

SUMMARY OF MEMBERS' LISTENING TIME

LISTENING TIME RECORD

MEMBER'S CODE # _____

[illegible]

TABLE 24: FREQUENCY DISTRIBUTION OF PANEL MEMBERS'
LISTENING INTERVAL AND TIME OF LISTENING
DURING JUNE 1 to JUNE 14 PROBE, 1975

PANEL MEMBER	LISTENING INTERVALS (MINUTES)						TIME OF LISTENING	
	≤ 30	31-60	61-90	91-120	121-150	151-180	A.M.	P.M.
01	8	5	1		1		12	3
02	19	7	3	1			8	22
03	6	9	8	18	1		21	21
04		1	8	3	1		11	2
05	3	11	2	1	1		8	10
06	3	6			1		5	5
07		7	5	3				15
08	1	3	1	3			3	5
09	10	6					8	8
10	7	6	3	2	2		5	15
*11			2			1		3
12	2	4	6	3			7	8
13	4	8	2		1		6	9
14	1	7	6	2	2		10	8
15	1	2	1	1	1		2	4
16	8	3		1	4		7	9
17	17	10	4	4	1		13	23
18	13	9	4				13	13
19	16	11	2	4			17	16
20	33	4	1	2			27	13
21	1		3	2	4		1	9
22	2	4	1	2			5	4
23	5	3	1		1	2	3	9
24		7		2			7	2
TOTALS	160	133	64	54	21	3	199	236

TABLE 25: SUMMARY OF LISTENING INTERVAL

LISTENING INTERVAL	MIDPOINT x_i	FREQUENCY f_i	$f_i x_i$
30	15	160	2400
31-60	45	133	5985
61-90	75	64	4800
91-120	105	54	5670
121-150	135	21	2835
151-180	165	3	495
TOTALS		435	22,185



ALBERTA

LEGISLATURE LIBRARY
216 LEGISLATURE BUILDING
EDMONTON, ALBERTA

Date Due

FEB 27 1997

APR 15 1997

